DOCUMENT RESUME

ED 311 985 JC 890 491

TITLE	The Need for a Southern Branch Campus of Ocean County College.
INSTITUTION	Ocean County Coll., Toms River, NJ. Office of Institutional Research.
PUB DATE	May 89
NOTE	157p.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*College Planning; Community Colleges; Community Surveys; *Educational Facilities Planning; *Educational Needs; Employment Patterns; Enrollment Projections; Feasibility Studies; Graphs; High School Students; *Multicampus Colleges; *Needs Assessment; Population Growth; Questionnaires; *Satellite Facilities; School Demography; School Surveys; Tables (Data); Two Year Colleges

ABSTRACT

In 1989, a study was conducted at Ocean County College (OCC) to determine the feasibility of establishing a branch campus in southern Ocean County, New Jersey. Specific factors examined in the study included Ocean County's demographic characteristics (e.g., land area and dispersion, population trends, public transportation, and economic trends); elementary, secondary, and postsecondary education; the history and future of OCC; and public opinion. Conclusions about public opinion were drawn from surveys of junior and senior public high school students, business firms, and a representative sample of 384 adult residents. Major study findings included the following: (1) 33% of the junior high school students and 39% of the high school students thought that they would definitely or probably attend the proposed branch campus; (2) without the branch campus, 21% of the junior high students and 29% of the high school students thought they would attend OCC anyway; (3) approximately 84% of the high school students favored the establishment of the branch campus; (4) business firms were highly supportive of the branch campus, indicating that approximately 10 employees per firm could improve their job-related skills by taking courses at a southern Ocean County branch; and (5) the percentage of the community survey respondents who indicated that they would probably or definitely enroll in an OCC course jumped from 40% without the branch campus to 60% with the branch campus. Based on study findings, it was recommended that a branch campus of 27,000 square feet be established to accommodate an enrollment of 1,000 students, on a 40- to 50-acre site directly behind the existing Southern Regional High School. The survey instruments, curriculum outlines, and data tables showing enrollment and population projections are attached. (JMC)

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THE NEED FOR A SOUTHERN BRANCH CAMPUS
OF OCEAN COUNTY COLLEGE

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ABSTRACT

The feasibility of establishing a branch campus of Ocean County College in southern Ocean County was the focus of this research study. The study was initiated in direct response to the following College long-range strategic initiative, "The College will broaden higher education opportunities for the citizens of Ocean County, especially those living in the southern part of the County, by expanding its off-campus credit offerings." In the context of this study, southern Ocean County was defined to include all municipalities in the County from Lacey Township south to Little Egg Harbor Township. This study expanded upon a preliminary research effort completed in Fall 1986.

Specific factors examined in the study included: Ocean County demographic characteristics (land area and dispersion, population trends, public transportation, and economic trends); education (elementary, secondary, and postsecondary); history and future of Ocean County College; and public opinion drawn from three distinct samples of the southern Ocean County population. These samples included junior and senior public high school students, business firms, and a representative group of the general public 18 years of age or older. High school students and business firms were surveyed in late Fall 1985 and 1988. The general public was surveyed in late Fall 1985.

Ocean County has been the fastest growing county in New Jersey for the past several decades and population projections completed by both the State and County indicate a continuous growth well into the future. Within Ocean County, the population growth has been and will continue to be uneven. According to recent Ocean County Planning Board projections, the southern part of the County is expected to experience a growth approximately two to three times as heavy as that of the northern County area during the 1990's. By the year 2000, southern Ocean County population is projected at 121,650, a figure only slightly less than the entire County population when Ocean County College was first conceived in a 1963 feasibility study.

Research findings indicate strong support for the establishment of a southern branch campus of Ocean County College. In Fall 1985 and Fall 1988, 33 and 39 percent of the junior and senior southern Ocean County high school students, respectively, thought they would definitely or probably attend OCC at the proposed branch campus. Without the branch campus, 21 and 29 percent of the students in the samples thought they would attend OCC. Approximately 84 percent of the high school students thought the branch campus should be established.

Southern Ocean County business firms were highly supportive of establishing a branch campus. Employers reported having difficulty in finding qualified personnel and indicated that approximately 10 employees per firm could improve their job-related skills by taking college courses at a southern Ocean County branch campus.

Almost all of the 384 interviewed southern Ocean County area residents 18 years of age or older were familiar with Ocean County College in general. Fifteen percent of the interviewees had enrolled in an OCC course and 30 percent had been to the college's Fine Arts Center or the planetarium. When asked, "Do you think you may enroll in an OCC course?" the respondents were divided with 40 percent answering definitely or probably yes. However, with a branch campus established in the Manahawkin area, 60 percent would definitely or probably attend the college.

The results of this study support the need for a southern branch campus of Ocean County College. Based on population data, public transportation patterns, land availability, and potential for cooperative educational agreements with a major local school system, the southern branch campus should be located on a site within close proximity to Southern Regional High School. The survey research findings support the operation of a branch campus during both day and evening hours.

Based on the current enrollment in OCC's southern Ocean County off-campus sites, student projections for southern Ocean County high schools, the college-going rates of graduating seniors, OCC's capture rates of graduating seniors, and population projections of southern Ocean County municipalities, it is proposed that a branch campus facility be constructed to accommodate an enrollment of 1,000 students. An estimated 500 students (175 full-time and 325 part-time) will enroll in the first year of operation, growing to 1000 students (400 full-time and 600 part-time) by the end of the 1990's.

Survey research findings from both the 1985 and 1988 studies supported the following currently approved degree programs, concentrations and certificates for the southern branch campus:

All degree/certificate requirements will be able to be met in these programs

Basic Skills Curriculum - nondegree
Business Administration - AS degree
Business Administration - AAS degree
Banking-Finance concentration
    Business Administration concentration
Marketing concentration
Criminal Justice - AS degree
General Education - AA degree
General Education - AS degree
Liberal Arts - AA degree
    Elementary Education concentration

    - History concentration
    - Political Science/Government concentration
    - Psychology concentration
    - Sociology concentration
- Criminal Justice - certificate
- Real Estate - certificate

Most degree/certificate requirements will be able to be met in these programs

- Business Administration - AAS degree
    - Accounting concentration
- Community Services Technician - AS degree
- Computer Science - AS degree
- Computer Science - AAS degree
- Liberal Arts - AA degree
    - English concentration
    - Mathematics concentration
    - Teacher of Social Studies concentration
- Nursing - AAS degree (first year only)
- Accounting - certificate

As of the Fall 1988 semester approximately 85% of the college's degree-seeking or certificate students were enrolled in one of the above curricular areas. Therefore, by making these programs available at the proposed southern branch campus, very few southern Ocean County residents will have to travel to Toms River to enroll in their preferred degree program. Furthermore, the small number of students that would have to travel to Toms River for their desired major courses, e.g., Engineering (AS degree), could still take most of their general education course requirements at the southern branch campus.

In order to accommodate 400 full-time and 600 part-time students enrolling in one of the above program areas, a facility of 27,000 gross square feet should be constructed. The facility should contain seven classrooms, a computer laboratory, biology/physics laboratory, nursing laboratory, supporting laboratory storage space, office facilities, library space, indoor physical education space, student activity and lounge space, a student health office, physical plant maintenance and storage space, and a media equipment storage area. Additionally, the facility should have approximately 500 parking spaces with lighting and access to Route 9. Site development should be kept in the natural state in order to keep down maintenance costs. The natural pines of the area will provide a beautiful college setting. In order to convey the image of Ocean County College, it is proposed that a small replica of the college sign be created at the main entrance to the branch campus.

It is concluded that the southern branch campus should be constructed in Stafford Township on approximately a 40 to 50 acre site. Based upon a site analysis study, the most suitable location for the branch campus is directly behind the existing Southern Regional High School.

ACKNOWLEDGEMENTS

This study spanned a period of three years due to the inclusion of two research efforts completed three years apart. The first research effort resulted in the completion of a Fall 1986 preliminary Branch Campus Needs Assessment Report. Major contributors to this report were David Harris, Research Associate, and Anna Booth and Barbara Delaney, Secretaries. Also, the following individuals were involved as interviewers in the community survey component of the preliminary study:

Anna Booth
Calvin Davis
Alice Ducore
Alliene Edson
Mary Evans
Mary Lou Giacchi
Pat Hall
Irene Harris
Cindy Kane
Mary Lee Keller
Beverly Kelly
Lynn Kenney
Elvira Larsen
Stephanie Miller
Geraldine Moore
Josette Peterson
John Riismandel
Peter Schnell
Don Schulze
Nate Shaffran
Debra Speaker
Carl Van Thulin
Kathleen Van Thulin
Carol Velardi
Ron Velardi
Rebecca Wells
Erma Williams

In the Fall semesters of 1985 and 1988, personnel from the Guidance Offices of Southern Regional, Lacey Township, and Pinelands Regional High Schools cooperated in the administration of the student survey instrument.

Staff from the Southern Ocean County Chamber of Commerce assisted in the business survey in both survey administrations. The Lacey Beacon staff is acknowledged for its cooperation in the mailing of the business survey in Winter 1989.

The following individuals are noted for their contributions to Chapter V of this study.
Alex Garelick, Coordinator of Library Services
Kenneth Kerr, Dean of Students
Donald Schulze, Director of Counseling
John Kane, Dean of Business and Financial Affairs

Members of the Academic Advisory Committee are acknowledged for their thoughtful contributions to this study effort. They are:

James P. Doran
Theodore Faraklas
Deborah Fuller
Janet Hubbs
James McGinty
Francis Polk
Nathaniel Shaffran
Peter H. Smith
John P. Stauff

Lastly, Alice C. Ducore and Connie Cougle are acknowledged for their editorial assistance and Emelene Lovallo for her clerical assistance in the production of the study.

Richard M. Parrish,
Branch Campus Study Director

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CHAPTER I

INTRODUCTION

Ocean County, the second largest county in New Jersey in land area is located in the east central part of the state along the Atlantic Ocean. The county has 45 miles of ocean front and more than 150 miles of bay shore and estuaries. Toms River, the county seat, is located in the northern area of the county approximately 70 miles from New York City, 60 miles from downtown Philadelphia and 50 miles north of Atlantic city. Ocean County is accessible from major urban areas via the Garden State Parkway and other major roadways.

For the past three decades, Ocean has been the fastest growing county in New Jersey. From 1950 to 1960 Ocean County's population grew by 91 percent. During the next decade, the population grew by 93 percent and in the most recent complete decade of the 1970's by yet another 66 percent. According to the most recent estimate provided by the Ocean County Planning Board, the County population is projected to be 471,100 in 1990 and 560,400 by the turn of the century (Ocean County Planning Board, 1988a).

Southern Ocean County, defined to be the 13 municipalities from Lacey Township south to Tuckerton, has grown at even a more rapid pace than the northern areas of the County. During the 1970's, southern Ocean grew by 130 percent as compared with 57 percent for northern Ocean County. Between 1970 and the turn of the century, it has been projected by the Ocean County Planning Board that southern Ocean County will have increased in population nearly fourfold as compared with a 140 percent increase for northern Ocean County. The southern County population is estimated at 121,650 by the year 2000.

The impact of this most recent population surge and the projected growth of southern Ocean County through the year 2000 has prompted Ocean County College officials to examine the need for a southern branch campus. During the 1985-86 academic year, a preliminary needs assessment was completed supporting the creation of a southern branch campus. At that time the college was moving ahead on so many new initiatives, including its Phase IV building program on the Toms River campus, that a decision was made to delay further movement on the branch campus question. Now nearly three years later, this second study has been completed to reassess the need for a branch campus as supported in the 1986 study and to refine the programmatic, facility, and operational requirements.

Phase I of this current study (feasibility research) drew upon the work of the FY 86 study and included a repeat of two separate surveys for two sample populations: 1) southern Ocean County high school students and 2) local area business firms. A telephone survey of the general public 18 years of age or older was completed in the FY 86 study but was not repeated in this second assessment. In order to complete Phase II of this current study which included a thorough assessment of the academic requirements for the proposed branch campus, leaders from five of the college's academic departments and several academic administrators were asked to serve on an Academic Advisory Committee. The committee members included:

- Dr. James Doran, Assistant Dean of Humanities
- Mr. Theodore Faraklas, Chairperson of Mathematics Department
- Mrs. Deborah Fuller, Assistant Dean of Nursing & Health Tech.
- Mrs. Janet Hubbs, Coordinator of English
- Dr. James McGinty, Associate Dean of Instruction
- Mr. Francis Polk, Assistant Dean for Business & Computer Science
- Mr. Nathaniel Shaffran, Coordinator of Off-Campus Programs
- Dr. Peter Smith, Chairperson of Social Sciences Department
- Mr. John P. Stauff, Assistant Dean for Health & Physical Education
- Dr. Richard Parrish, Director of Institutional Research and Branch Campus Study Director

Research questions incorporated in this study were presented to the southern Ocean County community in survey and interview formats. Specific concerns included: college aspirations of high school students; potential enrollment in a branch campus; business firms' opinions toward the establishment of a branch campus and their educational needs for trained workers; program and/or course preferences to be offered at the new site; and other issues such as preferred attendance time. Where possible, the results from the first preliminary research effort have been incorporated in this report to show changes in opinion over time.

In addition to the survey research information, the Academic Advisory Committee analyzed a wide variety of quantitative data. The committee had access to data about current and projected high school and OCC student enrollment, academic programs, number of graduates by high school and for OCC, and student enrollment capture rates from the graduating classes of the area high schools. The Ocean County Comprehensive Master Plan, December, 1988 edition, compiled by the Ocean County Planning Board staff, provided the Advisory Committee members with necessary background information on the demographic and economic characteristics and trends of the county. This information was supplemented by 1980 US Census data.

The project director made several trips to southern Ocean County high schools, various local government officials, and employers in the County to informally interview individuals concerning the proposed branch campus. Members of the Executive Committee of the Southern Ocean County Chamber of Commerce provided insight on issues relevant to the success of the study.

The Academic Advisory Committee members thoroughly examined the results of the FY 86 study and the survey research completed in FY 89 before recommending the academic programs and attendant facility requirements included in this report. Based on the data and information compiled and the committee members' knowledge of educational systems and economic development activities in the County, operational considerations such as staffing needs and effective means of maintaining academic quality have also been included in this report.

CHAPTER II

THE AREA SERVED - OCEAN COUNTY AND SPECIFICALLY SOUTHERN OCEAN COUNTY

A critical element in a strategic planning process for any college is an "environmental scan" of the external environment for emerging issues that pose threats or opportunities to the college (Morrison, Renfro, and Boucher, 1984). The issues usually examined involve demographic, economic, and educational concerns. Although the focus of this research study was not specifically to conduct such an environmental scan, it was necessary to understand these forces in order to complete an objective assessment of need for a branch campus. In this chapter, those elements of the external environment which are considered to be critical factors in future planning for the College are presented.

While the basic data and information provided will not be new to most readers, it is hoped that its presentation and accompanying observations will provide a common understanding of the important factors that helped shape the final recommendations included in this report.

Demographic Issues

As a county college, Ocean County College's primary mission is to serve the citizens of Ocean County, and, therefore, the scope of its activities is dependent upon the nature of the population base in Ocean County, New Jersey. In support of this mission, the college enrolled 6,214 students in the fall of 1988 in credit courses. Of this total, only 363 (5.8%) were not residents of Ocean County.

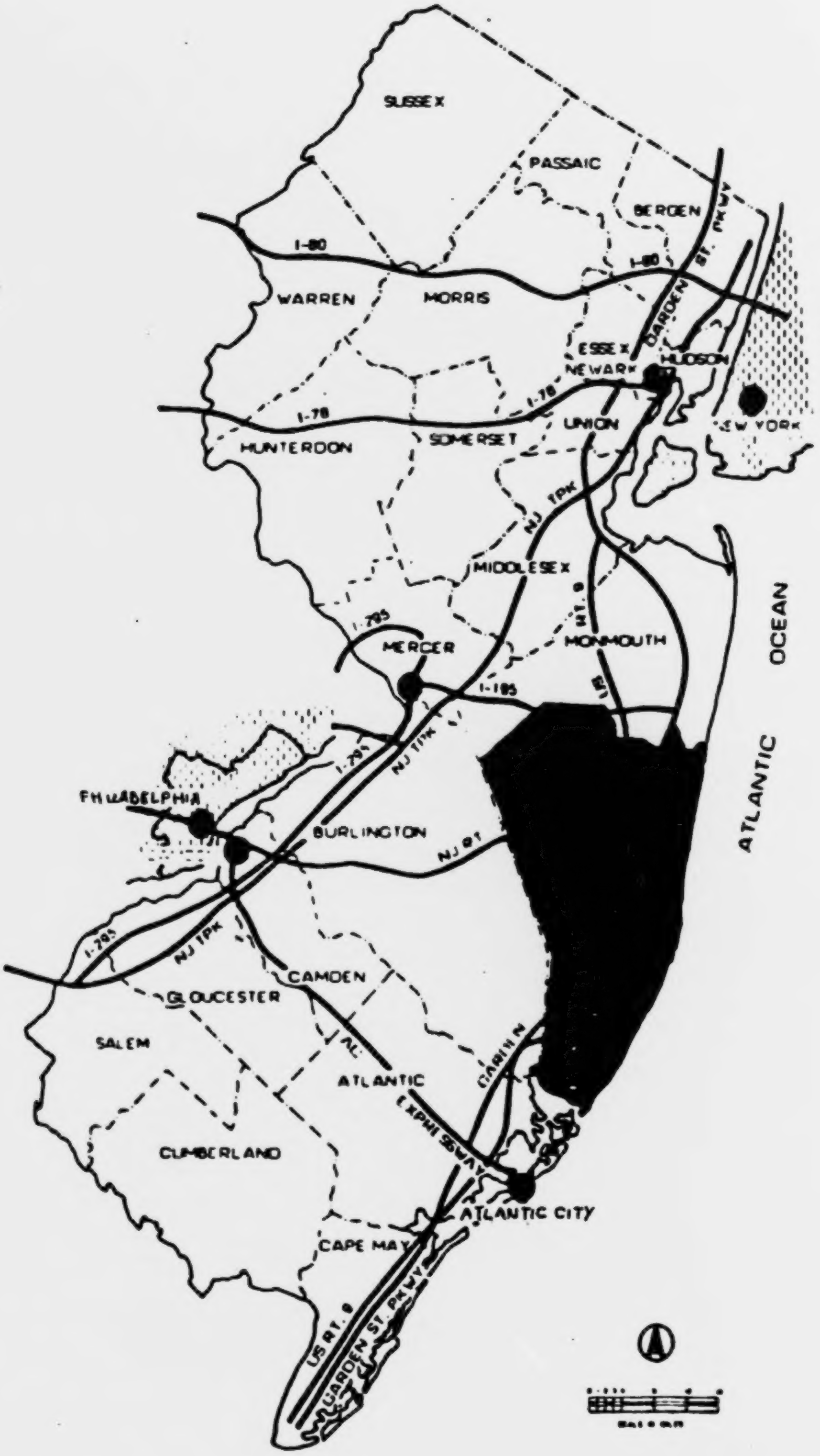
Several characteristics of the County population are worthy of note given the context of the study to document the need for a branch campus in the southern part of Ocean County.

Land Area and Dispersion

As shown in Figure 1, Ocean County is situated in the east central portion of the state, bordered on the north by Monmouth County, on the west by Burlington County, and on the south by Atlantic County. Ocean is the second largest county in the state in land area (638 square miles) and ranked 10th of 21 counties in population according to the most recent official state population estimates (N.J. State Department of Labor & Industry, 1988).

The County of Ocean is composed of 33 municipalities ranging in land area from .35 square miles for Seaside Heights Borough to 100.3 square miles for Jackson Township and ranging in population from 455 for Mantoloking Borough to 76,870 for Dover Township (Ocean County Planning Board, 1989). Land development and population dispersion are characteristics of the County which deserve discussion.

Figure 1 - Location of Ocean County in New Jersey


SUSSEX
PASSAIC
BERGEN
I-80
I-80
WARREN
MORRIS
GARDEN ST. PKWY
ESSEX
NEWARK
HUDSON
I-78
I-78
NEW YORK
UNION
HUNTERDON
SOMERSET
NJ TPK
MIDDLESEX
RT. 9
I-295
MERCER
MONMOUTH
I-195
OCEAN
ATLANTIC
NJ TPK
I-295
PHILADELPHIA
BURLINGTON
NJ 81
I-295
NJ TPK
CAMDEN
GLOUCESTER
SALEM
AC
GARDEN
ATLANTIC
EXPWY
CUMBERLAND
ATLANTIC CITY
CAPE MAY
US RT. 9
GARDEN ST. PKWY

Southern Ocean County as previously defined in Chapter I, and as shown in Figure 2, includes all municipalities from Lacey Township south to Tuckerton. Although the land area of northern Ocean County is only slightly larger than southern Ocean County, the current population of the northern area is about 4.5 times as large as the southern area. Furthermore, approximately 45 percent of the population, according to the 1980 census, is located in the three contiguous municipalities of Dover Township, Lakewood Township, and Brick Township. While the balance of the population is scattered throughout the County, there are no major urban centers of population. There are small towns such as Lakewood and downtown Toms River. The County population is truly dispersed into many small towns, senior citizen developments, suburban developments, rural areas, and coastal communities that swell ten-fold in population with summer visitors.

Although for this study the County has been divided into northern and southern areas, the development of the County may also be examined according to regional corriders, see Figure 3. First, the coastal beach region extends from Point Pleasant south to Long Beach Township. It is comprised of the two barrier beaches: the Island Beach peninsula and Long Beach Island. These areas are developed extensively, interrupted only by Island Beach State Park. A noteworthy population characteristic of this region is the summer tourist crowds, whereby the population can increase ten-fold on a pleasant summer day.

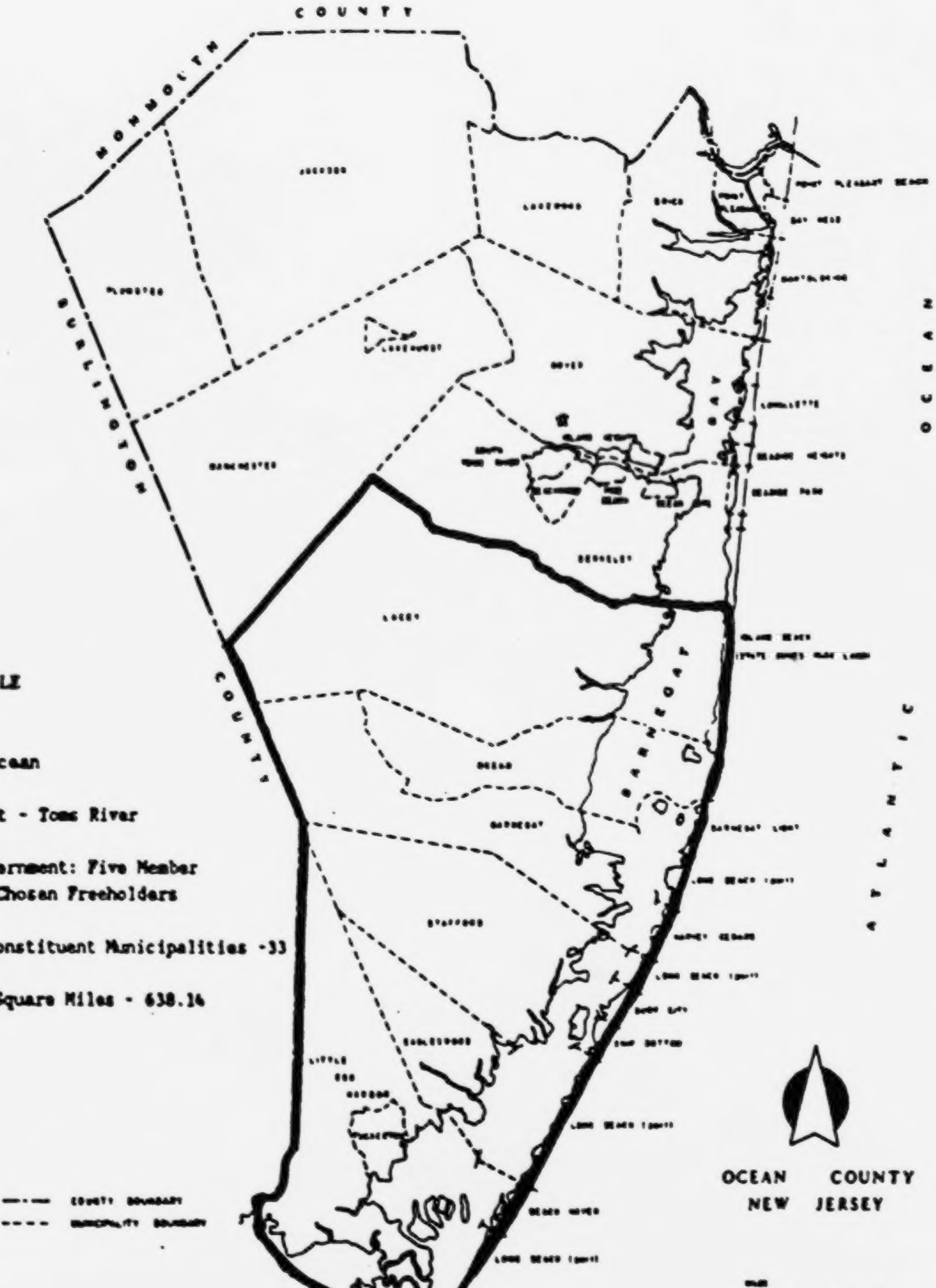
The second region is labeled the bay corridor which extends the length of the County and consists of the mainland area bordered on the east by Barnegat Bay and on the west by the Garden State Parkway. Surburbanization of Ocean County during the 1960's and 1970's extended principally along the route of the Garden State Parkway and the connecting east-west interchanges. Initially, development in this region was focused at bridge crossings to the barrier beaches. This later extended west to the Garden State Parkway and now extends north and south along secondary roads.

The third region is labeled the western inlands and contains all land west of the Garden State Parkway. This area includes huge tracts of vacant land, a major portion of which is known as the New Jersey Pine Barrens and significant acreages of publicly owned land. Several major federal installations are situated in the region, specifically the Lakehurst Naval Air Engineering Center and large parts of McGuire Air Force Base and the army's Fort Dix. Major development types in this area include housing, agriculture and the mining industry for the extraction of sand and gravel.

Population Growth

For the past several decades, Ocean County has experienced the largest growth of any county in New Jersey. While the 1980 population was counted in the census at 346,038, the most recent estimates (December 31, 1987), prepared by the Ocean County Planning Board (1989), show the population to be 431,155. During the 1970's, Ocean County grew by 66 percent as compared with a 2.7 percent overall growth for the entire State of New Jersey.

Figure 2 - Map Depicting Southern Ocean County


MONMOUTH COUNTY
BURLINGTON COUNTY
JACKSON
PLUMSTED
LAKEWOOD
BRICK
POINT PLEASANT BEACH
BAY HEAD
MANTOLOKING
LAKEHURST
DOVER
LAVALLETTE
SEASIDE HEIGHTS
SEASIDE PARK
MANCHESTER
ISLAND HEIGHTS
SOUTH TOMS RIVER
BERKELEY
LACEY
ISLAND BEACH (STATE OWNED PARK LAND)
BARNEGAT BAY
OCEAN
BARNEGAT
BARNEGAT LIGHT
LONG BEACH (part)
HARVEY CEDARS
STAFFORD
SURF CITY
SHIP BOTTOM
EAGLESWOOD
LITTLE EGG HARBOR
TUCKERTON
BEACH HAVEN
ATLANTIC OCEAN
COUNTY BOUNDARY
MUNICIPALITY BOUNDARY
OCEAN COUNTY
NEW JERSEY
MILES

PROFILE

County of Ocean

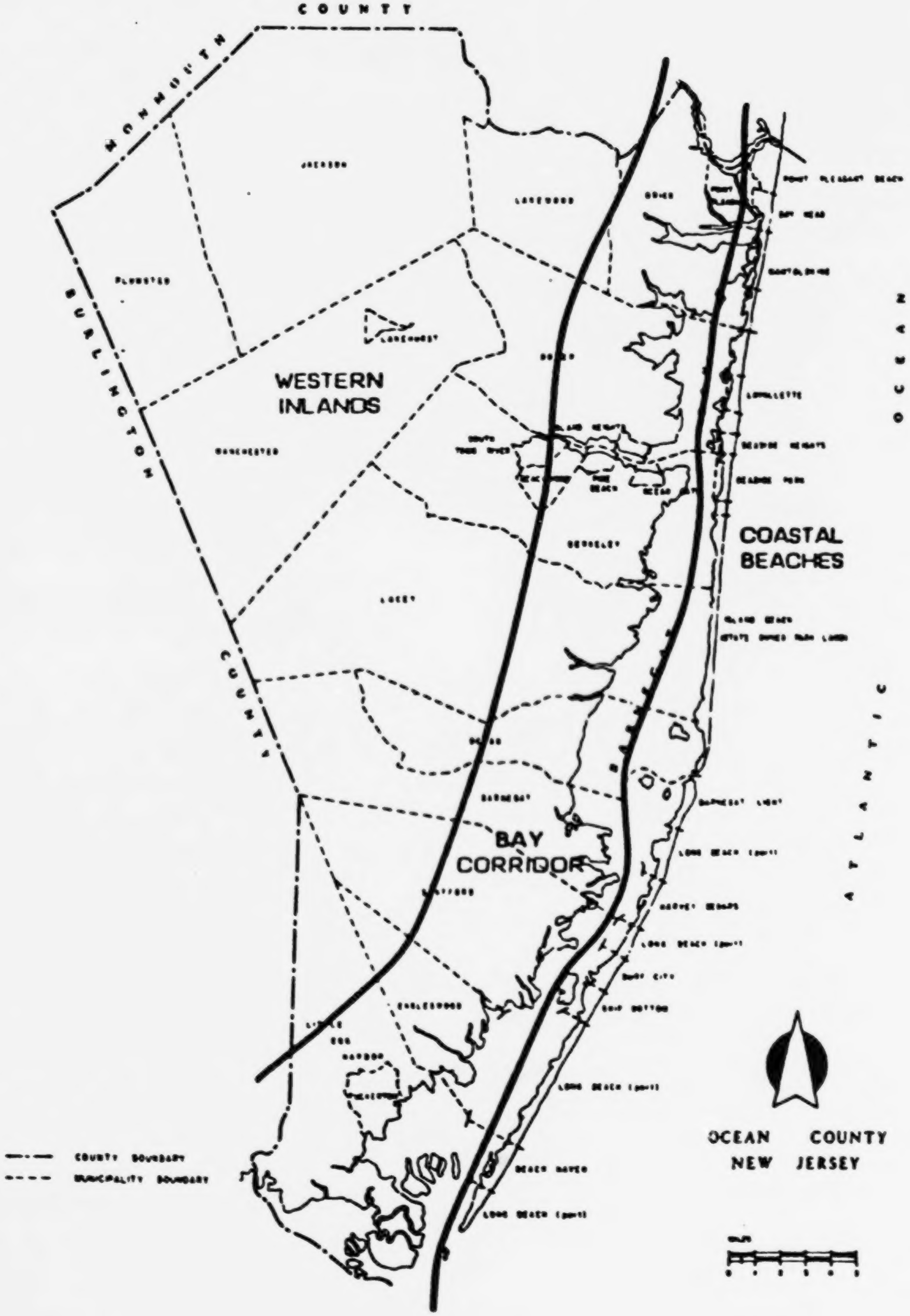
*County Seat - Toms River

Form of Government: Five Member Board of Chosen Freeholders

Number of Constituent Municipalities -33

Land Area. Square Miles - 638.14

Figure 3 - Ocean County Regional Development Areas


MONMOUTH COUNTY
BURLINGTON COUNTY
ATLANTIC OCEAN
WESTERN INLANDS
COASTAL BEACHES
BAY CORRIDOR
JACKSON
LAKEWOOD
BRICK
PLUMSTED
MANCHESTER
BERKELEY
LACEY
OCEAN
BARNEGAT
STAFFORD
EAGLESWOOD
POINT PLEASANT BEACH
BAY HEAD
MANTOLOKING
LAVALLETTE
SEASIDE HEIGHTS
SEASIDE PARK
ISLAND BEACH
STATE OWNED PARK LANDS
BARNEGAT LIGHT
LONG BEACH (part)
HARVEY CEDARS
SURF CITY
SHIP BOTTOM
BEACH HAVEN
COUNTY BOUNDARY
MUNICIPALITY BOUNDARY
OCEAN COUNTY
NEW JERSEY

As shown in Table 1, the growth of Ocean County during the 1980's has continued at a very high rate of 36 percent as estimated by the Ocean County Planning Board. Although this growth is anticipated to slow in the 1990's, a large population increase is still expected.

Table 2 shows the 1970 and 1980 census data by municipality with projections for 1990 and the year 2000. From the data provided in the table, it is very clear that the past and projected growth has been and will continue to be felt very unevenly across the County. When grouped into northern and southern ~~areas, the southern~~ part of the County is expected to experience a growth approximately three times as heavy as that of the northern county area over the 30-year period 1970-2000. Figure 4 clearly shows the County's population dispersion graphically. Each dot on the map of Ocean County represents 200 people based on 1980 census data. Shown as an "X" toward the upper right hand corner of the County is the location of Ocean County College. The map clearly reveals that while the location of the college in Toms River could be considered the population center of the County, it also shows how far the Toms River campus is removed from the southern citizens of Ocean County.

Minority Populations

Racially, the Ocean County population is primarily Caucasian. According to 1980 census data 95.9 percent of the population was white. The primary minority groups are black and persons of Spanish origin. Blacks constituted 2.7 percent of the population. The black population is heavily concentrated in Lakewood and to a lesser extent South Toms River Borough and parts of Manchester Township. The 1980 census identified 8,444 persons of Spanish origin or 2.4 percent of the population. This portion of the County's population, to a large extent, also resides in Lakewood (8.5 percent of its population). Table 3 lists the 1980 census population for each municipality in the County by race and Spanish origin. The table also shows the racial population distributions according to the southern and northern geographical study areas.

Transportation

Ocean County College is a completely commuter-oriented institution. Therefore, the types of service and the location of where these services may be provided are predicated upon the convenience of students. Inasmuch as public transportation is somewhat limited and does not provide the convenient access that potential students seek, heavy dependence is placed on automobiles and the network of roads which these vehicles travel.

Rail transportation is provided in Ocean County by the NJ Transit Rail System; however, it is severely limited. The southern end of one route, North Jersey Coast Line, terminates in Bay Head. This route transports a small number of commuters from Bay Head and Point Pleasant Beach to northern New Jersey and New York City. Bus transportation is available but is also limited. NJ Transit provides a route in northern Ocean County which stops at Ocean County College and with proper planning and transfers a student can commute to the college from some areas in the county.

Table 1

New Jersey Population Growth Rates by County
1970 through 2000

	Actual and Projected Growth Rates by Decade		
	Actual 1970's	Projected 1980's	Projected 1990's
Atlantic County	10.9 %	15.8 %	15.7 %
Bergen County	-5.8	.6	3.3
Burlington County	12.2	13.0	14.0
Camden County	3.4	14.2	10.7
Cape May County	38.1	20.1	14.5
Cumberland County	9.5	5.6	8.0
Essex County	-8.7	-4.1	-2.5
Gloucester County	15.8	10.1	13.2
Hudson County	-8.4	.9	-2.4
Hunterdon County	25.3	12.2	15.3
Mercer County	1.2	10.0	14.3
Middlesex County	2.1	9.7	11.2
Monmouth County	8.9	8.7	8.1
Morris County	6.3	9.7	14.2
Ocean County (County est.)	66.0	36.1	19.0
Passaic County	-2.9	3.9	.9
Salem County	7.2	4.4	5.2
Somerset County	2.4	12.1	14.7
Sussex County	49.8	13.1	21.6
Union County	-7.2	3.3	3.7
Warren County	14.2	5.2	8.3

Source: Ocean County Data Book, 1988 Edition, p.11
State of NJ, Dept. of Labor, Population Projections for NJ and Counties: 1990 to 2020, Nov. 1985.

Table 2

Population Statistics and Projections for Ocean County by Municipality, 1970 through 2000

Municipality	1970 Census	1980 Census	1990 Proj.	2000 Proj.	% Chg. 1970-2000
Barnegat Township	1,539	8,702	12,450	18,000	1069.6
Barnegat Light Boro.	554	619	850	1,000	80.5
Beach Haven Borough	1,488	1,714	2,200	2,600	74.7
Eagleswood Township	823	1,009	2,000	3,000	264.5
Harvey Cedars Boro.	314	363	450	550	75.2
Lacey Township	4,616	14,161	22,500	25,000	441.6
Little Egg Harbor Twp.	2,972	8,483	12,600	16,100	441.7
Long Beach Township	2,910	3,488	5,500	7,000	140.5
Ocean Township	2,222	3,731	7,500	10,800	386.0
Ship Bottom Borough	1,079	1,427	1,800	2,200	103.9
Stafford Township	3,684	10,385	17,500	30,000	714.3
Surf City Borough	1,129	1,571	1,750	1,900	68.3
Tuckerton Borough	1,926	2,472	3,000	3,500	81.7
Southern Ocean Total	25,256	58,125	90,100	121,650	381.7
Bay Head Borough	1,083	1,340	1,600	1,800	66.2
Beachwood Borough	4,390	7,687	8,500	9,000	105.0
Berkeley Township	7,918	23,151	36,000	48,000	506.2
Brick Township	35,057	53,629	70,000	75,000	113.9
Dover Township	43,751	64,455	75,000	85,000	94.3
Island Heights Borough	1,397	1,575	1,750	1,900	36.0
Jackson Township	18,276	25,644	40,000	51,000	179.0
Lakehurst Borough	2,641	2,908	3,500	3,600	36.3
Lakewood Township	25,223	38,464	47,500	53,500	112.1
Lavallette Borough	1,509	2,072	2,450	2,700	78.9
Manchester Township	7,550	27,987	46,000	53,000	602.0
Mantoloking Borough	319	433	500	550	72.4
Ocean Gate Borough	1,081	1,385	1,500	1,700	57.3
Pine Beach Borough	1,395	1,796	2,200	2,400	72.0
Plumsted Township	4,113	4,674	9,000	12,000	190.3
Point Pleasant Borough	15,968	17,747	20,700	22,000	37.8
Pt. Pleasant Bch. Boro.	4,882	5,415	6,300	6,800	39.3
Seaside Heights Borough	1,248	1,802	2,000	2,100	68.3
Seaside Park Borough	1,432	1,795	2,500	2,700	88.5
South Toms River Boro.	3,981	3,954	4,000	4,000	.5
Northern Ocean Total	183,214	287,913	381,000	438,750	139.5
Ocean County Total	208,470	346,038	471,100	560,400	168.8

Source: Ocean County Data Book, 1988 Edition, p.11
The 1988 Annual Report, Ocean County Planning Board, p.4

Figure 4 - Ocean County Population Dispersion Map

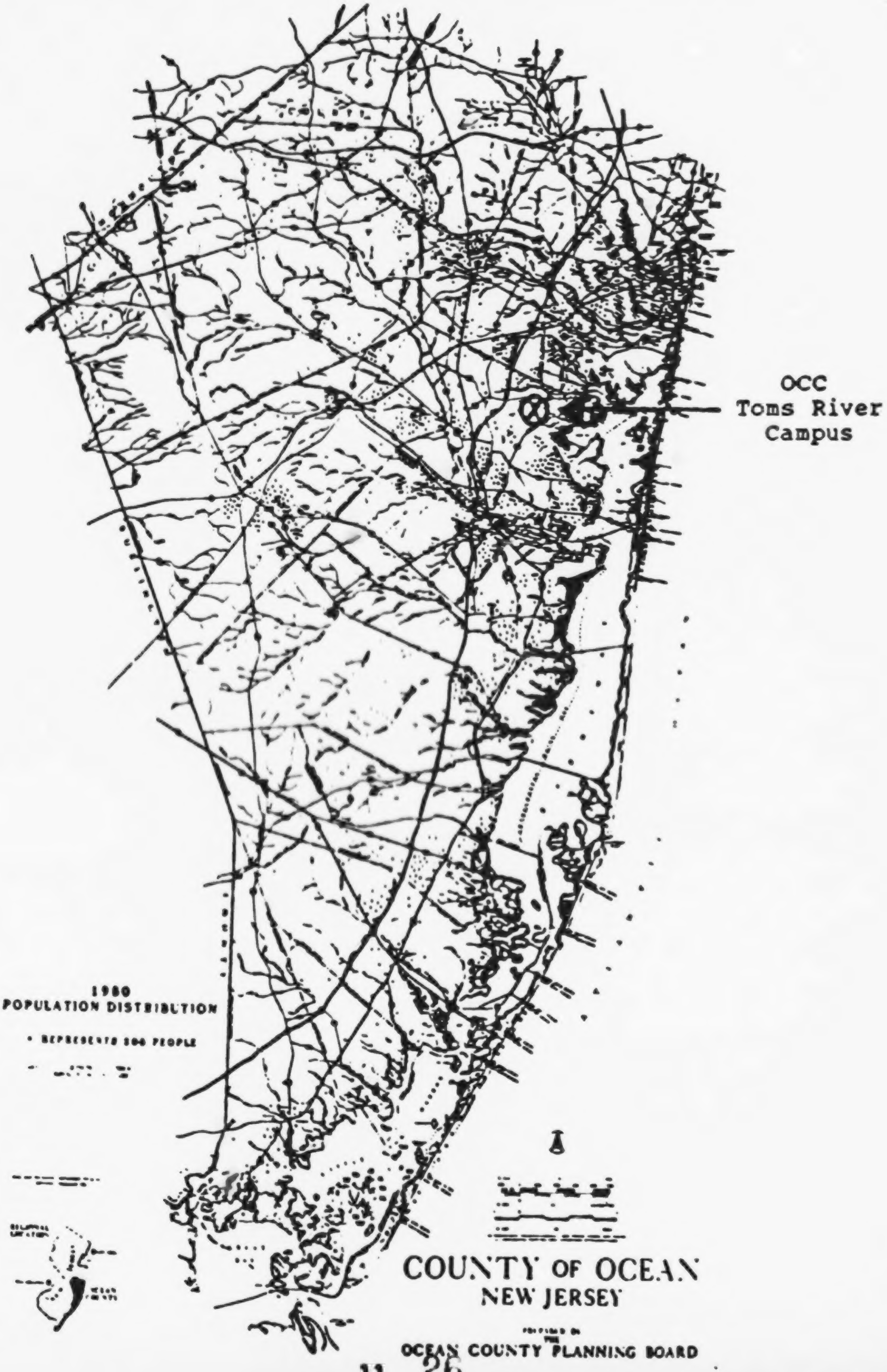

OCC
Toms River
Campus
1980
POPULATION DISTRIBUTION
• REPRESENTS 200 PEOPLE
COUNTY OF OCEAN
NEW JERSEY
OCEAN COUNTY PLANNING BOARD

Table 3

1980 Census Population by Race and Spanish Origin by Municipality

Municipality	1980 Census	White	Black	Other	Spanish Origin*
Barnegat Township	8,702	8,391	178	133	250
Barnegat Light Boro	619	611	2	6	1
Beach Haven Borough	1,714	1,695	3	16	9
Eagleswood Township	1,009	1,000	4	5	5
Harvey Cedars Boro	363	363	0	0	3
Lacey Township	14,161	14,088	14	59	174
Little Egg Harbor Twp.	8,483	8,407	23	53	132
Long Beach Township	3,488	3,465	3	20	17
Ocean Township	3,731	3,699	8	24	38
Ship Bottom Borough	1,427	1,426	1	0	11
Stafford Township	10,385	10,295	22	68	120
Surf City Borough	1,571	1,551	1	18	12
Tuckerton Borough	2,472	2,435	20	17	28
Southern Ocean Total	58,125	57,426	279	419	800
Bay Head Borough	1,340	1,335	2	3	8
Beachwood Borough	7,687	7,623	13	51	134
Berkeley Township	23,151	22,543	535	73	288
Brick Township	53,629	53,092	121	416	771
Dover Township	64,455	63,488	279	688	986
Island Heights Borough	1,575	1,566	2	7	18
Jackson Township	25,644	24,450	706	488	940
Lakehurst Borough	2,908	2,610	164	134	100
Lakewood Township	38,464	31,327	5,406	1,731	3,252
Lavallette Borough	2,072	2,061	0	11	5
Manchester Township	27,987	26,692	1,042	253	405
Mantoloking Borough	433	430	2	1	0
Ocean Gate Borough	1,385	1,376	0	9	14
Pine Beach Borough	1,796	1,781	2	13	17
Plumsted Township	4,674	4,407	198	69	128
Point Pleasant Borough	17,747	17,642	48	57	185
Pt. Pleasant Bch. Boro.	5,415	5,339	56	20	48
Seaside Heights Borough	1,802	1,782	2	18	23
Seaside Park Borough	1,795	1,788	2	5	30
South Toms River Boro.	3,954	3,218	580	156	292
Northern Ocean Total	287,913	274,550	9,160	4,203	7,644
Ocean County Total	346,038	331,976	9,439	4,622	8,444

Note: *Persons of Spanish Origin are also counted in one race columns.

Source: US Bureau of the Census, Census of Population, 1980.

A major advantage in Ocean County is the Garden State Parkway, a limited access, high speed expressway which runs the entire length of the county from north to south. Interconnecting principal arterial roads provide students with the major means of access to the college campus. However, these roads and their connecting points do more than provide a means of transportation; they create areas that foster future development.

The college has recognized the importance of transportation, accessibility, and the convenience of students by providing an array of off-campus educational centers at various sites throughout the County. With the continuous growth of the County and the resulting transportation congestion, the off-campus sites have become increasingly popular in recent years.

Economic Issues

The economy of Ocean County has been in transition over the last two decades. For years, the resort and tourism industry dominated the economic scene; and while this is still the most important industry in the County, industrial and commercial operations are expanding at a very rapid pace. Economic agencies such as the Monmouth/Ocean Development Council, Toms River Chamber of Commerce, Lakewood Chamber of Commerce, Brick Township Chamber of Commerce, and the Southern Ocean County Chamber of Commerce have encouraged the development of industrial parks and commercial service operations.

According to the Ocean County Office of Economic and Industrial Development, almost 3,000 acres are devoted to industrial parks in Ocean County. Most noteworthy is the Lakewood Industrial Park located on Route 70 near Interchange 88 on the Garden State Parkway. The parks are intended to attract clean, light industrial companies, offices, and research companies that are compatable with the area's resort character. The rapid expansion of the County's economy may be illustrated by examining the increases in the labor force. The Ocean County Planning Board (1988b) reports that the County labor force increased from 73,100 in 1970 to 132,600 in 1980, an 82 percent increase. During the next four years, the labor force increased to 172,300 persons representing a 30 percent gain. Actual employment in the County increased by 78 percent from 42,500 jobs in 1970 to 75,121 jobs in 1980. Total employment in the County (Seneca, 1988) has risen to 85,149 in 1987.

These figures indicate that despite the economy's expansion there are still many more workers in the County's labor force than there are employment opportunities. Thus, thousands of Ocean County residents commute to employment locations outside of Ocean County. Most of the commuters have found employment in nearby Monmouth County; however, many residents still commute long distances by car and bus to northern New Jersey urban cities, New York City, and Atlantic City to the south. The development of County's industrial parks will help to decrease the number of commuters in future years.

How does the recent employment growth in Ocean County compare with other New Jersey counties? According to Seneca (1988), Ocean County total employment increased by 43.7 percent during the 1982-1987 period. This compares favorably with a statewide growth of 19.5 percent. The highest growth by major sector of employment for Ocean County occurred in the construction industry with a 115 percent increase during the 1982-1987 period and wholesale trade sector with a 57 percent increase, see Table 4. Unemployment has remained relatively low for the last three years. A recent report prepared by the N.J. Department of Labor, Office of Demographic and Economic Analysis (1988b), indicated an Ocean County unemployment rate of 3.6 percent for 1987 as compared with the state average of 4.2 percent.

Ocean County has historically been an area of low incomes. Per capita income in 1983 was $12,085, ranking 18th among the 21 counties in New Jersey, well below the state average of $14,122 (Ocean County Planning Board, 1988b). An estimate of the 1985 median family income was $23,619 which placed Ocean County 19th in the State.

According to Serraino (1988), Commissioner, New Jersey Department of Labor, the two counties of Monmouth and Ocean will continue to have employment growth through the end of 1988 and into 1989. This job growth will exceed the state average and will be greatest in the trade and service industries, as most segments of the non-manufacturing sector should advance. Overall, the area's economy is expected to remain strong, although increasing shortages of skilled employees will continue to emerge. Labor shortages experienced by retail establishments, previously associated with the summer resort and Christmas seasons, are now year-round problems for area employers.

Table 5 prepared from information provided by the NJ Department of Labor and Industry in its Atlantic Coastal Region Report, Serraino (1988), includes jobs that are primarily located within the area of Atlantic, Cape May, Monmouth, and Ocean counties and available during the third quarter of 1988. Unfortunately, the number of job openings was not included in this publication. Although many of the available jobs are so-called "unskilled" or "semi-skilled," there are numerous opportunities for persons graduating from a two-year community college, e.g., accountant, accounting clerk, computer programmer, electronics technician, retail manager, nurse, social worker, and physical therapist.

Educational Issues

According to the 1970 US Census, approximately 8 percent of the adult population of Ocean County (persons 24 years old and over) had attended one or more years of college. Ten years later, the proportion completing one or more years of college had grown to 13 percent. In 1970, 49.2 percent of the persons 25 years and over had completed high school as compared with 65.2 percent in 1980 (Ocean County Planning Board, 1988a). This section describes the current public elementary and secondary educational facilities available in Ocean County. Also included is a description of the postsecondary college opportunities for Ocean County residents. Projections of public high school enrollments are of extreme interest in an examination of need for new college facilities and have been provided herein.

Table 4

Employment Patterns in Ocean County, 1982-1987 by Major Employment Type

Employment Type	1982 Employment	1987 Employment	Percent Change
Construction	3,839	8,261	+115.2
Manufacturing	5,869	7,272	+23.9
Wholesale trade	1,655	2,606	+56.8
Retail Trade	21,484	28,685	+33.5
Services (includes Health, Social Services, Education, etc.)	18,343	26,603	+45.0
Other Sectors*	8,046	11,722	+45.7
TOTAL ALL SECTORS	59,236	85,149	+43.7

Note: *Includes agriculture and mining; transportation; public utilities and communications, finance, insurance and real estate

Source: Seneca (1988). NJ Economic Policy Council. Economic Report of the Governor, 1988.

Table 5

Available Job Opportunities in the Atlantic Coastal Region
Atlantic, Cape May, Monmouth and Ocean Counties
Fall Quarter, 1988

- Accountant
- Accounting clerk
- Administrative assistant
- Assemblers, electronics
- Auto body repairer
- Auto-mechanic
- Auto salesperson
- Bank teller
- Bartender
- Bockkeeper
- Bus person
- Cashier
- Carpenter
- Carpenter helper
- Chamberperson
- Change person, casino
- Chef
- Cleaner
- Clerk typist
- Clerk, various
- Computer operator
- Computer programmer
- Construction laborer
- Construction superintendent
- Cook
- Counterperson
- CRT operator
- Customer service representative
- Data entry operator
- Dealer, casino
- Dental assistant
- Dental hygienist
- Dental technician
- Desk clerk
- Dishwasher
- Draftsperson
- Driver, delivery
- Driver, taxi
- Drywall installer
- Electrician
- Electrician's helper
- Electronics technician
- Engineer, civil
- Factory worker
- Food service worker
- Hairdresser
- Heavy equipment operator
- Home health aide
- Hostess
- Janitor
- Laundry worker
- Laborer, landscape
- Lifeguard
- Machinist
- Maintenance repairer
- Management trainee
- Manager, retail
- Marina worker
- Marine mechanic
- Mason
- Material handler
- Mechanic, heating & air-conditioning
- Mechanic, heavy equip
- Mechanic, sheet metal
- Medical technician
- Nurse aide
- Nurse, LPN
- Nurse, RN
- Packager
- Painter
- Pharmacist
- Plumber
- Presser
- Receptionist
- Roofer
- Sales agent, insurance, real estate
- Salesperson, retail
- Secretary
- Secretary, legal
- Service station attendant
- Security guard
- Sewing machine operator
- Social worker
- Teacher
- Teacher, preschool
- Telephone solicitor
- Therapist, physical
- Truck driver
- Waiter/waitress
- Warehouse worker
- Welder
- X-ray technician

Source: NJ Dept. of Labor & Industry, *NJ Employment and the Economy* Report No. 60, October 1988, Atlantic Coastal Region.

Elementary and Secondary Education

Elementary and secondary education in Ocean County is primarily provided by the public schools although there are numerous very small, private, church-related elementary grade schools scattered throughout the County. There are two private secondary schools in Ocean County: Monsignor Donovan and Admiral Farragut Academy. Monsignor Donovan, a parochial high school located in Toms River, enrolls approximately 900 students in grades 9-12. Admiral Farragut Academy, a private preparatory school for boys located in Pine Beach, enrolls approximately 200 students in grades 7-12. As of September 30, 1988, 60,715 pupils enrolled in 28 different school districts comprised of 58 elementary schools, 11 middle schools, and 14 high schools. These school districts range in size from 84 pupils in the Bay Head District with one elementary school to 16,230 pupils in the large Toms River Regional School District with 16 schools.

During the decade of the 1980's, the total number of public school pupils in Ocean County has remained relatively stable with small increases and decreases on a year-by-year basis. However, there are striking differences among the 28 school districts and between the southern and northern regions as a whole. The largest percentage increase for a single school district was experienced by Lacey Township with an 84.3 percent growth. Some of this growth can be attributed to the redistricting between Lacey Township and Central Regional in the early 1980's. On the lower end of the spectrum, Bay Head Borough, Central Regional (redistricting contributed to the decrease), Long Beach Island, Point Pleasant Borough, and Point Pleasant Beach school districts experienced pupil declines of more than 15 percent during the 1980's.

Of critical importance to this study is the significant difference in growth between the northern and southern schools in Ocean County. In 1980, the southern schools enrolled 10,418 pupils; and by 1988, the enrollment had grown to 13,093, a 25.7 percent increase. In contrast, the northern schools experienced a decline from 51,176 pupils in 1980 to 47,622 in 1988, a 6.9 percent decrease. It is evident that the schools in southern Ocean County have grown larger each year for the past 8 years. See Table 6 for further details.

Secondary Schools

Within Ocean County are 14 high schools (excluding Monsignor Donovan) that serve as potential feeder schools for Ocean County College. As can be seen from Table 7, the proportion of June, 1988 graduates that attend college varies considerably from a low of 46.5 percent for Manchester High School to a high of 80.5 percent for Point Pleasant Beach High School. Overall, the college-going rate for Ocean County public high school graduates has increased over the five year period 1983-1988 from 54.6 percent to 58.1 percent.

Noteworthy are the data that consistently indicate over the last five years a smaller proportion of graduates from southern Ocean County high schools go on to college than do graduates from northern Ocean County high schools.

Table 6

Ocean County Public School Enrollments
1980 - 1988

School District	September 30th Enrollment					1980-88
	1980	1982	1984	1986	1988	% Chg.
Barnegat Township	1,352	1,610	1,768	1,696	1,722	+27.4
Beach Haven Borough	101	83	91	102	116	+14.9
Eagleswood Township	127	134	130	136	140	+10.2
Lacey Township	2,061	2,931	3,189	3,690	3,799	+84.3
Little Egg Harbor Twp	863	875	882	975	1,102	+27.7
Long Beach Island	418	340	346	348	331	-20.8
Ocean Township	337	321	347	416	505	+49.9
Pinelands Regional	1,196	1,181	1,202	1,293	1,299	+ 8.6
Southern Regional	2,653	2,492	2,421	2,517	2,503	- 5.6
Stafford Township	1,114	1,146	1,211	1,321	1,295	+16.2
Tuckerton Borough	196	213	242	278	281	+43.4
Southern Ocean Total	**10,418**	**11,326**	**11,829**	**12,772**	**13,093**	**+25.7**
Bay Head Borough	129	126	115	108	84	-34.9
Berkeley Township	1,650	1,547	1,498	1,612	1,700	+ 3.0
Brick Township	10,217	9,662	9,474	9,467	9,272	- 9.2
Central Regional	2,406	1,748	1,836	1,792	1,708	-29.0
Island Heights Borough	127	121	126	135	130	+ 2.3
Jackson Township	5,779	5,317	5,013	5,087	5,274	- 8.7
Lakehurst Borough	594	554	560	526	521	-12.3
Lakewood Township	5,435	5,039	5,275	5,337	5,056	- 7.0
Lavallette Borough	169	150	144	148	162	- 4.1
Manchester Township	2,297	2,416	2,617	2,721	2,744	+19.5
Ocean Gate	140	135	125	122	142	+ 1.4
Plumsted Township	722	654	689	701	708	- 1.9
Point Pleasant Borough	3,267	3,053	2,809	2,775	2,704	-17.2
Pt. Pleasant Beach	1,076	935	890	862	849	-21.1
Seaside Heights Borough	153	137	168	148	210	+37.2
Seaside Park Borough	114	102	111	107	128	+12.3
Toms River Regional	16,901	16,468	16,290	16,487	16,230	- 4.0
Northern Ocean Total	**51,176**	**48,164**	**47,740**	**48,135**	**47,622**	**- 6.9**
Ocean County Total	**61,594**	**59,490**	**59,569**	**60,907**	**60,715**	**- 1.4**

Source: NJ Department of Education, Sept. 30th, Pupils on Roll Reports. Reports cover 1980, 1982, 1984, 1986, and 1988.

Table 7

Proportion of 1984 through 1988 Ocean County Public High School Graduates Who Enrolled in College the Following Fall Semester

	Year of High School Graduation				
High School	1984	1985	1986	1987	1988
Brick Memorial	137/276 49.6%	161/277 58.1%	159/284 56.0%	164/280 58.6%	214/345 62.0%
Brick Township	192/332 57.8%	195/313 62.3%	186/325 57.2%	231/348 66.4%	190/338 56.2%
Central Regional	100/254 39.4%	100/204 49.0%	87/216 40.3%	141/233 60.5%	139/245 56.7%
Jackson Township	166/368 45.1%	196/370 53.0%	173/324 53.4%	223/411 54.3%	202/419 48.2%
Lacey Township	96/170 56.5%	105/190 55.3%	115/204 56.4%	150/228 65.8%	125/259 48.3%
Lakewood Township	166/301 55.1%	142/270 52.6%	169/261 64.8%	198/285 69.5%	206/294 70.1%
Manchester Regional	68/140 48.6%	62/161 38.5%	81/176 46.0%	86/171 50.3%	79/170 46.5%
Pinelands Regional	68/179 38.0%	51/147 34.7%	45/151 29.8%	64/179 35.8%	106/191 55.5%
Pt. Pleasant Beach	82/109 75.2%	67/95 70.5%	73/95 76.8%	69/92 75.0%	84/104 80.8%
Pt. Pleasant Boro	133/262 50.8%	148/245 60.4%	130/220 59.1%	167/239 69.9%	175/254 68.9%
Southern Regional	163/363 44.9%	135/317 42.6%	163/324 50.3%	150/361 41.6%	213/408 52.2%
Toms River East	285/472 60.4%	195/436 67.7%	237/450 52.7%	280/489 57.3%	279/470 59.4%
Toms River North	218/400 54.5%	228/398 57.3%	221/369 59.9%	215/369 58.3%	247/387 63.8%
Toms River South	164/293 56.0%	191/328 58.2%	165/298 55.4%	178/303 58.7%	211/368 57.3%
Southern Total	**327/712 45.9%**	**291/654 44.5%**	**323/679 47.6%**	**364/768 47.4%**	**444/858 51.7%**
Northern Total	**1811/3207 56.5%**	**1685/3097 54.4%**	**1681/3018 55.7%**	**1952/3220 60.6%**	**2026/3394 59.7%**
TOTAL ALL SCHOOLS	**2138/3919 54.6%**	**1976/3751 52.7%**	**2004/3697 54.2%**	**2316/3988 58.1%**	**2470/4252 58.1%**

NOTES: Number of high school graduates found in the Consolidated Graduate Report: Follow-up Of High School Graduates filed in the Office of the Ocean County Superintendent of Schools.

Table 8 provides the reader with data showing the number of Ocean County public high school graduates who attended OCC the year following graduation from high school. In 1984, OCC enrolled 21.4 percent of the graduates as compared with 24.3 percent in 1987. There are signficant variations in "capture rates" among the 15 high schools, from a low of 5.6 percent of Pineland's graduates to a high of 34.4 percent of Toms River North's graduates. Similar to Table 7, and partially a function of college-going rates, the OCC capture rate for northern schools is higher than that for southern schools. The relatively lower college participation rates of southern Ocean County high school graduates represent a potential opportunity for Ocean County College.

Another important factor to consider is the potential growth of the southern Ocean County high schools. Previously shown in Table 2 were population projections for the various county municipalities to the year 2000. Both southern and northern Ocean municipalities were expected to grow but at different rates. The rate of growth in the south is expected to be nearly 2.5 times larger than the northern communities. With these projected increases in total population, what is the effect upon the public school enrollments?

Using a well-accepted method for projecting enrollments (grade-to-grade cohort survival ratios), the enrollments for the three southern Ocean County high schools have been projected for the next ten years, 1989 through 1998, see Table 9. As of September 30, 1988 the total high school enrollment (grades 9 through 12) was 1,135 for Lacey Township, 796 for Pinelands Regional, and 1,793 for Southern Regional. During the next ten years, it is estimated that Lacey High School will grow to 1,636 students (+44%), Pinelands will grow to 1,145 (+43.8%), and Southern Regional will grow to 2,698 students (+50.5%). The number of seniors is expected to increase by 31 percent from 927 in 1988 to 1,215 in 1998. The data supporting Table 9 are included as Appendices A through D to this report.

Postsecondary Education Environment

Ocean County College has relatively little direct competition with other postsecondary institutions within its geographic service area. Only one other college, Georgian Court College, is located in Ocean County. As a four-year, private liberal arts college for women, Georgian Court is considerably different from OCC in both programs and costs to the student. Georgian Court currently enrolls approximately 1,950 students with an undergraduate tuition and fee charge of approximately $5,700. This is substantially higher than the current charge of $1,081 for a full-time OCC student.

As previously shown in Table 7, approximately 58 percent of the County high school graduates go on to college the following year. Furthermore, OCC attracts nearly 41 percent of those that do go on to college. The other 59 percent of the college-going students choose to attend other N.J. colleges or out-of-state colleges.

With the assistance of staff from the N.J. Department of Higher Education, Office of Policy Planning, Research, and Information Systems (Francis, 1989), a special examination was made of southern

Table 8

Proportion of 1984 and 1987 Ocean County High School Graduates Who Enrolled at Ocean County College the Following Fall or Spring Semester

	1984 High School Grads		1987 High School Grads	
High School	No. to OCC/ No. of Grads.	Pct.	No. to OCC/ No. of Grads.	Pct.
Brick Memorial	64/276	23.2 %	54/280	19.3 %
Brick Township	99/332	29.8	101/348	29.0
Central Regional	55/254	21.6	50/233	21.5
Jackson Township	77/368	20.9	82/411	20.0
Lacey Township	40/170	23.5	74/228	32.5
Lakewood Township	46/301	15.3	62/285	21.8
Manchester Regional	33/140	23.6	31/171	18.1
Monsignor Donovan	61/242	25.2	71/223	31.8
Pinelands Regional	14/179	7.8	10/179	5.6
Point Pleasant Beach	24/109	22.0	24/92	26.1
Point Pleasant Boro	67/262	25.6	59/239	24.7
Southern Regional	41/363	11.3	59/361	16.3
Toms River East	107/472	22.7	149/489	30.5
Toms River North	97/400	24.2	127/369	34.4
Toms River South	67/293	22.9	69/303	22.8
Southern Ocean Total	95/712	13.3	143/768	18.6
Northern Ocean Total	797/3449	23.1	879/3443	25.5
TOTAL ALL SCHOOLS	892/4161	21.4	1022/4211	24.3

NOTES: The number of high school graduates was extracted from the annual High School Graduate Follow-up Survey filed in the Office of the Ocean County Superintendent of Schools. The number of students enrolling at OCC was extracted from OCC computer files (fall and spring semesters following graduation from high school).

Table 9

Projected 9-12th Grade Public School Enrollment for Lacey Township, Pinelands Regional and Southern Regional School Districts 1990 - 1998

Grade Level/ School District	Actual	Projected Sept. 30th Enrollment				
	1988	1990	1992	1994	1996	1998
9th Grade						
Lacey Township	286	292	314	346	394	458
Pinelands Regional	222	236	257	320	319	343
Southern Regional	462	528	572	642	735	774
10th Grade						
Lacey Township	288	286	342	354	380	440
Pinelands Regional	189	190	220	225	286	286
Southern Regional	459	484	532	618	641	670
11th Grade						
Lacey Township	276	273	279	299	331	377
Pinelands Regional	190	180	192	208	260	259
Southern Regional	425	413	472	511	573	657
12th Grade						
Lacey Township	285	274	272	325	336	361
Pinelands Regional	195	171	171	198	202	257
Southern Regional	447	427	450	495	575	597
SUB-TOTALS						
Lacey Township	1,135	1,125	1,207	1,324	1,441	1,636
Pinelands Regional	796	777	810	951	1,067	1,145
Southern Regional	1,793	1,852	2,026	2,266	2,524	2,698
TOTAL ALL DISTRICTS	3,724	3,754	4,043	4,541	5,032	5,479

Source: NJ Department of Education, Sept. 30th, Pupils on Roll Reports for actual 1988 data. Projections made using grade succession ratio methodology, see Appendices A through D.

Ocean County high school students who, in the fall semester of 1987, chose to attend one of the four colleges in nearby areas. These colleges are Atlantic County College, Burlington County College, Glassboro State College, and Stockton State College.

Of extreme interest to this study are the programmatic interests of the southern Ocean County students who attended nearby colleges. Table 10 provides this information cross tabulated by major, college and class level, i.e., freshman, sophomore, or unclassified. The closest in distance to the southern County residents is Stockton State College; and, not unexpectedly, Stockton enrolls the largest number of residents in comparison with the other three colleges. In 1987, 71 freshmen, 48 sophomores and 63 unclassified students from southern Ocean County enrolled in Stockton. Junior, senior and graduate level enrollment patterns were excluded from this examination for obvious reasons. The large majority of those students attending Stockton had no major program identified.

Glassboro State College enrolled 18 freshmen, 8 sophomores and 10 unclassified students from southern Ocean County with a wide variety of program interests. The two nearby county colleges, Atlantic and Burlington, enrolled relatively few southern Ocean County residents in 1987. Twenty students enrolled at Atlantic County College and 18 students enrolled at Burlington County College.

The data in Table 10 seem to indicate that the majority of southern Ocean County residents attending nearby colleges do not have a focused career in mind. A relatively small proportion enroll in specific programs and many of these programs are not currently offered by Ocean County College. Examples of these programs are architecture, chef/cook, child care management, occupational therapy, and physical education. Some programs, however, are currently offered at Ocean County College. Examples of these programs are business administration, communications, criminology, engineering-general, information sciences, liberal arts, political science, and psychology.

The creation of a southern Ocean County College campus would appear to have the greatest potential effect upon Stockton State College. It is possible that a portion of the potential southern Ocean County freshman college students, who heretofore have elected to attend Stockton, may opt to attend a less expensive and closer southern Ocean County College branch campus.

Table 10

Number of Southern Ocean County Residents Who Attended Surrounding Southern New Jersey Colleges as Freshmen, Sophomores or Unclassified by Major, Fall, 1987

	Atlantic			Burlington			Glassboro			Stockton		
Major Program	Fr	So	Un	Fr	So	Un	Fr	So	Un	Fr	So	Un
Architecture	0	0	0	2	0	0	0	0	0	0	0	0
Art Education	0	0	0	0	0	0	1	0	0	0	0	0
Biology	0	0	0	0	0	0	0	0	0	0	1	0
Business Admin.	0	0	0	0	0	0	1	0	0	0	1	0
Bus. Data Processing	0	0	0	0	1	0	0	0	0	0	0	0
Chef/cook	2	6	0	0	0	0	0	0	0	0	0	0
Chemistry	0	0	0	0	0	0	1	0	0	0	0	0
Child Care Mgmt.	0	0	0	1	0	0	0	0	0	0	0	0
Comparative Lit.	0	0	0	0	0	0	0	0	0	0	1	0
Communications	0	0	0	0	0	0	2	0	0	0	0	0
Criminology	0	0	0	0	0	0	0	0	0	0	2	0
Dramatic Arts	0	0	0	0	0	0	1	0	0	0	0	0
Economics	0	0	0	0	0	0	0	0	0	0	1	0
Education, General	0	0	0	1	0	0	0	0	0	0	0	0
Elementary Education	0	0	0	0	0	0	1	0	0	0	0	0
Engineering, General	0	0	0	1	1	0	0	0	0	0	0	0
History	0	0	0	0	0	0	0	0	0	0	2	0
Home Economics	0	0	0	0	0	0	2	0	0	0	0	0
Hotel/Restaur. Mgmt.	0	1	0	0	0	0	0	0	0	0	0	0
Industrial Tech.	0	0	0	0	0	0	0	1	0	0	0	0
Information Sciences	0	0	0	0	0	0	0	0	0	0	4	0
Liberal Arts & Sci.	0	0	0	3	2	0	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0	0	1	0	0	0	0
Medical Lab. Tech	0	0	0	0	1	0	0	0	0	0	0	0
Music, General	0	0	0	0	0	0	1	0	0	0	0	0
Occupational Therapy	0	1	0	0	0	0	0	0	0	0	0	0
Philosophy & Religion	0	0	0	0	0	0	0	0	0	1	0	0
Physical Education	0	0	0	0	0	0	3	0	0	0	0	0
Physical Therapy	0	1	0	0	0	0	0	0	0	0	0	0
Political Science	0	0	0	0	0	0	0	0	0	0	2	0
Pre-law	0	0	0	1	0	0	0	0	0	0	0	0
Psychology	0	0	0	0	0	0	0	0	0	1	3	0
Public Health	0	0	0	0	0	0	0	0	0	1	0	0
Radiologic/Med. Tech	0	0	0	1	0	0	0	0	0	0	0	0
Social Studies Educ.	0	0	0	0	0	0	1	0	0	0	0	0
Spanish	0	0	0	0	0	0	0	0	1	0	0	0
Visual/Perform. Arts	0	0	0	0	0	0	0	0	0	0	1	0
Undeclared	9	0	0	0	0	3	4	6	9	1	0	0
No major identified	0	0	0	0	0	0	0	0	0	67	30	63
TOTAL ALL PROGRAMS	**11**	**9**	**0**	**10**	**5**	**3**	**18**	**8**	**10**	**71**	**48**	**63**

Source: NJ Department of Higher Education, 1987 SURE Data Tapes for the Fall Semester.

Demographic Summary

Ocean County has been the fastest growing county in New Jersey and population projections both at the state and county levels indicate a continuous growth well into the future. Within Ocean County, growth has been uneven. Southern Ocean County municipalities have grown and are projected to continue the population growth at a faster rate than the northern County municipalities. The school districts providing elementary and secondary education for the County residents have also grown in a similar pattern.

The economic conditions in the County are in transition, transition from being an economy almost totally dependent upon the tourism industry to one which supports a variety of employment opportunities in the construction, manufacturing, wholesale and retail trade, and service industries. Tourism for the forseeable future will still rank number one in terms of dollars generated; however, the Ocean County Planning Board envisions a more diversified economic future, not so totally dependent upon tourism.

From a demographic perspective it would appear that a southern branch campus of Ocean County College is justified for the following reasons.

1. The County population has grown significantly in the last two decades and is projected to continue to grow, if at a somewhat slower rate through the end of the century. Furthermore, the population growth in southern Ocean County (Lacey Township south) has been, and is expected to continue to be, higher than northern Ocean County.

2. Student enrollments in southern Ocean County public school districts have also been growing at a much faster rate than schools in northern Ocean County. The southern Ocean County public high schools are projected to continue their growth well into the next decade. Projections show a 49.8 percent increase from the actual fall, 1988 9th-12th grade enrollment of 3,724 to 5,580 ten years later.

3. As one of only two colleges in the County, OCC enjoys an enviable position of having little direct competition for students. Notwithstanding, many students do decide to go out-of-county to attend college. A migration study of southern Ocean County students attending four southern New Jersey colleges has shown another potential pool of students for a new southern OCC branch campus.

4. College-going rates for graduating seniors in southern Ocean County high schools have historically been lower than the ones in the northern County schools. The creation of a southern campus would provide an opportunity to increase the college-going rates in the south.

5. The distance to Toms River, the traffic congestion, and limited public transportation have probably deterred southern Ocean County residents from attending OCC.

CHAPTER III

OCEAN COUNTY COLLEGE
PAST, PRESENT, AND FUTURE

The previous chapter summarizes many of the external factors that are important considerations in the development of future plans for the college in southern Ocean County. Before proceeding with a discussion of the research findings and recommendations, it is appropriate to note several characteristics of the college that have influenced those recommendations.

History of Ocean County College

As documented in the 1989 Ocean County College catalog, the interest in establishing a facility for higher education in Ocean County dates back to 1957 when the Ocean County Board of Chosen Freeholders went on record favoring a study of the need for such a facility in the county. In accordance with the provisions of the New Jersey State Law of 1962, which enabled counties to establish and operate colleges, the Board of Freeholders authorized the completion of a feasibility study to determine the need for a two-year community college. The research indicated a need for postsecondary facilities and recommended that a two-year college for 900 students be established. Subsequently, a study by the State Department of Education supported these findings, and shortly thereafter, the State Board of Education officially approved Ocean County's request to establish a two-year college and substantiated the ability of the county to support it financially.

On November 5, 1963, the citizens of the county approved the establishment of a college in Ocean County by public referendum. Immediately thereafter, on January 15, 1964, the Board of Chosen Freeholders adopted a resolution that established in Ocean County the first county college in the State of New Jersey, and on March 4, 1964, the nine members of the original Board of Trustees were appointed.

The selection of the college president, the architect and the campus site in the fall of 1964 enabled the Board of Trustees and the administration to plan for the educational programs and the facilities to accommodate the projected 900 full-time students. Key members of the administrative staff were appointed in September of 1965 to engage in the detailed planning necessary for the opening of the college in the fall of 1966 (Ocean County College Catalog 1989-90).

The college opened its doors in temporary facilities to 579 full-time and 400 part-time students in the fall semester of 1966. The following spring semester (1967), the existing Toms River site was opened with the enrollment growing to 1,159. By the second year of operation, the student enrollment grew to 1,965 and continued an upward climb for the next 15 years. In the early 1980's, student enrollment reached a peak and then declined slightly until the later half of the decade.

By Fall 1988 the college had a total enrollment of 6,214 students. In recent years a large portion of the growth in the total student enrollment may be attributed to the growth of the part-time student population which, in turn, has been affected by the increase in the number of women in their early 30's who have decided to attend college. Additionally, the part-time student enrollment increase has been significantly affected by the college's effort in expanding the off-campus course offerings. In the fall semester of 1981, the enrollment in off-campus credit courses was 122 as compared with 857 for the fall 1988 semester. The continued success of off-campus courses has contributed, in large part, toward the college's effort in reviewing the need for a branch campus in the southern part of the county.

Ocean County College - The Present

Organization

Under a Board of Trustees, President, and the administrative offices supporting the President, the college is organized into three major divisions: the Instructional Division, the Division of Business and Financial Affairs, and the Division of Student Affairs. Each division is headed by a dean who reports directly to the President. Appendix E, Ocean County College Table of Organization, shows all administrative positions in the college from the President through positions that report to a dean level officer.

Board of Trustees

The governing Board of Trustees of Ocean County College in accordance with N.J. State law consists of the Ocean County Superintendent of Schools and ten persons. Eight of the trustees are appointed by the Ocean County Board of Chosen Freeholders, and two are appointed by the State Board of Higher Education. The college President serves as an exofficial member of the Board of Trustees without vote. In addition, the student body elects, each year, a representative from the graduating class to serve for one year as a non-voting member of the board. The ethnic makeup of the board is as follows: 8 white males, 1 Hispanic male, 1 white female, and 1 black female.

President and Supporting Offices

Reporting directly to the President within this administrative unit are the Dean of Personnel, the Director of Institutional Research, the Director of Community Affairs, and the Administrative Assistant to the President. Additionally, for a three year period beginning in Fall 1988, special minority, English as a second language, and off-campus career counseling programs have developed in response to a state challenge grant initiative. The Project Director of this multi-faceted program reports directly to the President.

The Instructional Division and the Faculty

Reporting directly to the Dean of Instruction are currently two Associate Deans of Instruction, the Director of Community Education, the Coordinator of Off-Campus Programs, the Coordinator of the Early Intervention Program, and six academic department heads.

One of the Associate Deans of Instruction supervises staff responsible for the Planetarium, academic scheduling, and the cultural aspects of the Fine Arts Center. The other Associate Dean supervises staff responsible for the college library (known as the Learning Resources Center), the Basic Skills Program, the Learning Disabilities Center, the Testing Center, the Media Services Center, and the International Education Office. The six academic departments are as follows: Business and Computer Science; Engineering, Mathematics and Science; Health and Physical Education; Humanities; Nursing and Allied Health; and Social Sciences. As of the Fall 1988 semester, the faculty number 100 full-time and 161 part-time. The size of the departments range from a low of 7 in the Health and Physical Education Department to a high of 76 in the Humanities Department (See Appendix F). In the last five years, the number of full-time faculty has increased by six and the part-time faculty has increased by 13. As of January 1989, the academic division was reorganized by combining the departments of Engineering, Mathematics and Science into one larger department.

The College Library

The Learning Resources Center is a hub of academic life providing resources for all faculty and students. The holdings of the library in printed material currently include approximately 70,000 volumes, 600 periodical subscriptions and 7,000 government documents. In the non-print area, the holdings include 1,500 records, 1,200 filmstrips, 150 video tapes, 55 data disks, and 5,500 reels of microfilmed periodical backfiles.

The Division of Student Affairs

Under the leadership of the Dean of Students, this division includes the following offices: Admissions and Records, Financial Aid, Counseling, the Educational Opportunity Fund, Student Life, the College Nurse, and Athletics.

The Business & Financial Affairs Division

The Dean of Business and Financial Affairs administers a major supporting branch of the college. Included within this division are the following offices: Accounting, Physical Plant, the College Bookstore, Purchasing & Support Services, and the Computer Center.

Total Personnel

As of the Fall 1988 semester, in addition to the 100 full-time and 161 part-time faculty, the college employed 51 full-time and two part-time executive/administrative managers, 15 full-time and 9 part-time professional non-faculty, 59 full-time and 27 part-time clerical, 35 full-time and 9 part-time tech./paraprofessional, 7 full-time skill craftworkers, and 30 full-time and 6 part-time service/maintenance workers. Altogether, the college employed 297 full-time and 214 part-time individuals for a total workforce of 511. (See Appendix G for further details.) The full-time employees are almost equally divided by gender, 146 males versus 151 females. In the part-time employee category, the college employs a total of 122 males and 92 females.

Of the 100 full-time faculty, 56 are male, and 74 are tenured. There are 2 full-time black faculty and 2 Asian faculty. There are no Hispanic full-time teaching faculty. Of the part-time teaching faculty, 105 are male (65.2%) and 6 are minorities (3.7%). The full-time professional employees (faculty, administrative, and professional/non-faculty) include 97 males (58.4%) and 7 minorities (4.2%).

Academic Programs

Ocean County College offers three degrees: the Associate in Arts degree, the Associate in Science degree and the Associate in Applied Science degree.

Currently there are two Associate in Arts degree programs, six Associate in Science programs and nine Associate in Applied Science programs. Since the majority of the college's students have traditionally enrolled in transfer-oriented programs, numerous options and concentrations have been developed for them (Appendix H).

In addition to degree programs, the college currently offers 11 certificate programs of at least 30 credits or one full year of academic study. These certificate programs are in the fields of Accounting, Building Construction Technology, Criminal Justice, Fashion Merchandising, Fire Science, Food Service Management, Legal Assisting, Microcomputer Technology, Plant Science, Real Estate, and Word Processing. Many of the recent changes in the college's programmatic offerings have resulted from state mandates concerning degree designations. The business administration, computer science and engineering programs which recently were Associate in Arts degree programs were changed to Associate in Science degree programs. The Computer Science A.S. and A.A.S. programs also underwent major curricular review by program faculty with input from community advisory committee members. As a result, revitalized programs showed a marked increase in student enrollment.

In 1986, the college added its newest degree program, Medical Laboratory Technician. This program was developed in cooperation with Community Medical Center, a major hospital in the Toms River area. Classroom instruction occurs on campus, while the laboratory instruction is completed in the hospital.

Other recent curricular reviews have resulted in the development of a photography option for the Visual Communications Technology program, a word processing option for the Office Systems Technology program, a gerontology concentration for the Community Services Technician program, an evening nursing option for the Nursing Program, and a career mobility option for the Nursing Program (allowing licensed practical nurse-registered nurse transfer).

Shifts in student enrollment and changes in community needs have prompted the college not only to add and modify programs, but also to discontinue programs, options and certificates as appropriate. In the last few years, the Automotive Management A.A.S. Program and its accompanying certificate were discontinued, the A.S. Business Education with its Secretarial and Accounting options were discontinued, the Criminal Justice Diploma Program was discontinued, and the A.A. Business Program was discontinued. In place of the A.A. Business Education Program, an A.A.S. in Office Systems Technology was added. This program provides a broad academic background, basic business training, and specific training (based on choice of electives) for preparation of the successful secretary, administrative assistant, word processing specialist, or supervisor.

Student Enrollment and Graduation Data

As previously stated, the college opened its doors to students in Fall 1966 as one of the first county colleges in New Jersey. In this initial semester, 579 full-time and 400 part-time students took classes in temporary facilities. The college grew rapidly in its early years, reaching a total enrollment of 2,815 students in 1970 and 5,587 a decade later. In Fall 1988, the college reached its peak total enrollment of 6,214 students.

As shown in Table 11, the most recent growth in total enrollment can be attributed to the rise in the college's part-time student body. The Fall 1988 semester saw the largest part-time enrollment in the history of the college and, furthermore, the largest number of female students. The total student enrollment is now 60.3 percent female, which is a significant change from the early college years during which the male population accounted for approximately 60 percent of the total.

Table 12 shows the number and percent of full-time and part-time students by racial/ethnic category. During the last 5 years the number of full-time minority students has increased from 81 to 172. The black and Hispanic full-time student enrollment has increased from 64 to 122. The part-time minority student enrollment has also increased significantly in the last 5 years from a Fall 1984 count of 88 to the most recent fall enrollment of 182. Black and Hispanic part-time minorities numbered 123 this past fall semester. Figure 5 displays visually the growth in the minority student population over the last ten years. The drop this year in Hispanic students is due, in part, to identification problems.

As shown in Figure 6, the average age of all students currently enrolled as of Fall 1988 was 26.5 years. This average age has remained relatively constant during the past ten years. The full-time students are considerably younger than the part-time students and generally attend classes in the day, in contrast with the part-

TABLE 11

NUMBER AND PERCENT OF MALE AND FEMALE STUDENTS BY FULL-TIME/PART-TIME STATUS, LAST FIVE YEARS

STUDENT TYPE		1984	1985	1986	1987	1988
FULL-TIME						
Male	No.	1182	1109	1143	1102	1195
	Pct.	48.0 %	47.8 %	49.3 %	45.9 %	46.9 %
Female	No.	1278	1211	1177	1300	1385
	Pct.	52.0 %	52.2 %	50.7 %	54.1 %	53.7 %
TOTAL	No.	2460	2320	2320	2402	2580
PART-TIME						
Male	No.	1227	1238	1255	1259	1278
	Pct.	37.7 %	38.5 %	37.8 %	37.1 %	35.2 %
Female	No.	2025	1980	2067	2134	2356
	Pct.	62.3 %	61.5 %	62.2 %	62.9 %	64.8 %
TOTAL	No.	3252	3218	3322	3393	3634
TOTAL STUDENTS						
Male	No.	2409	2347	2398	2361	2473
	Pct.	42.2 %	42.4 %	42.5 %	40.7 %	39.8 %
Female	No.	3303	3191	3244	3434	3741
	Pct.	57.8 %	57.6 %	57.5 %	59.3 %	60.3 %
TOTAL		5712	5538	5642	5795	6214

TABLE 12

NUMBER AND PERCENT OF FULL-TIME AND PART-TIME STUDENTS BY RACIAL/ETHNIC STATUS, LAST FIVE YEARS

STUDENT TYPE1		1984	1985	1986	1987	1988
FULL-TIME						
Black	No.	42	47	49	66	75
	Pct.	1.7 %	2.0 %	2.1 %	2.7 %	2.9 %
Hispanic	No.	22	30	46	66	47
	Pct.	.9 %	1.3 %	2.0 %	2.7 %	1.8 %
Amer. Ind./ Alaskan	No.	9	9	17	23	25
	Pct.	.4 %	.4 %	.7 %	1.0 %	1.0 %
Asian/Pac. Islander	No.	8	6	12	15	25
	Pct.	.3 %	.3 %	.5 %	1.0 %	1.0 %
White	No.	2376	2223	2177	2232	2407
	Pct.	96.6 %	95.8 %	93.8 %	92.9 %	93.3 %
Unknown	No.	2	3	5	19	1
	Pct.	.1 %	.1 %	.2 %	.8 %	<.1 %
TOTAL	No.	2460	2320	2320	2402	2580
PART-TIME						
Black	No.	33	49	53	66	62
	Pct.	1.0 %	1.5 %	1.6 %	1.9 %	1.7 %
Hispanic	No.	22	33	53	66	61
	Pct.	.7 %	1.0 %	1.6 %	1.9 %	1.7 %
Amer. Ind./ Alaskan	No.	18	14	19	18	27
	Pct.	.6 %	.4 %	.6 %	.5 %	.7 %
Asian/Pac. Islander	No.	12	10	14	15	32
	Pct.	.4 %	.3 %	.4 %	.4 %	.9 %
White	No.	3167	3112	3069	3212	3436
	Pct.	97.4 %	96.7 %	92.4 %	94.7 %	94.6 %
Unknown	No.			114	16	16
	Pct.			3.4 %	.5 %	.4 %
TOTAL	No.	3252	3218	3322	3393	3634

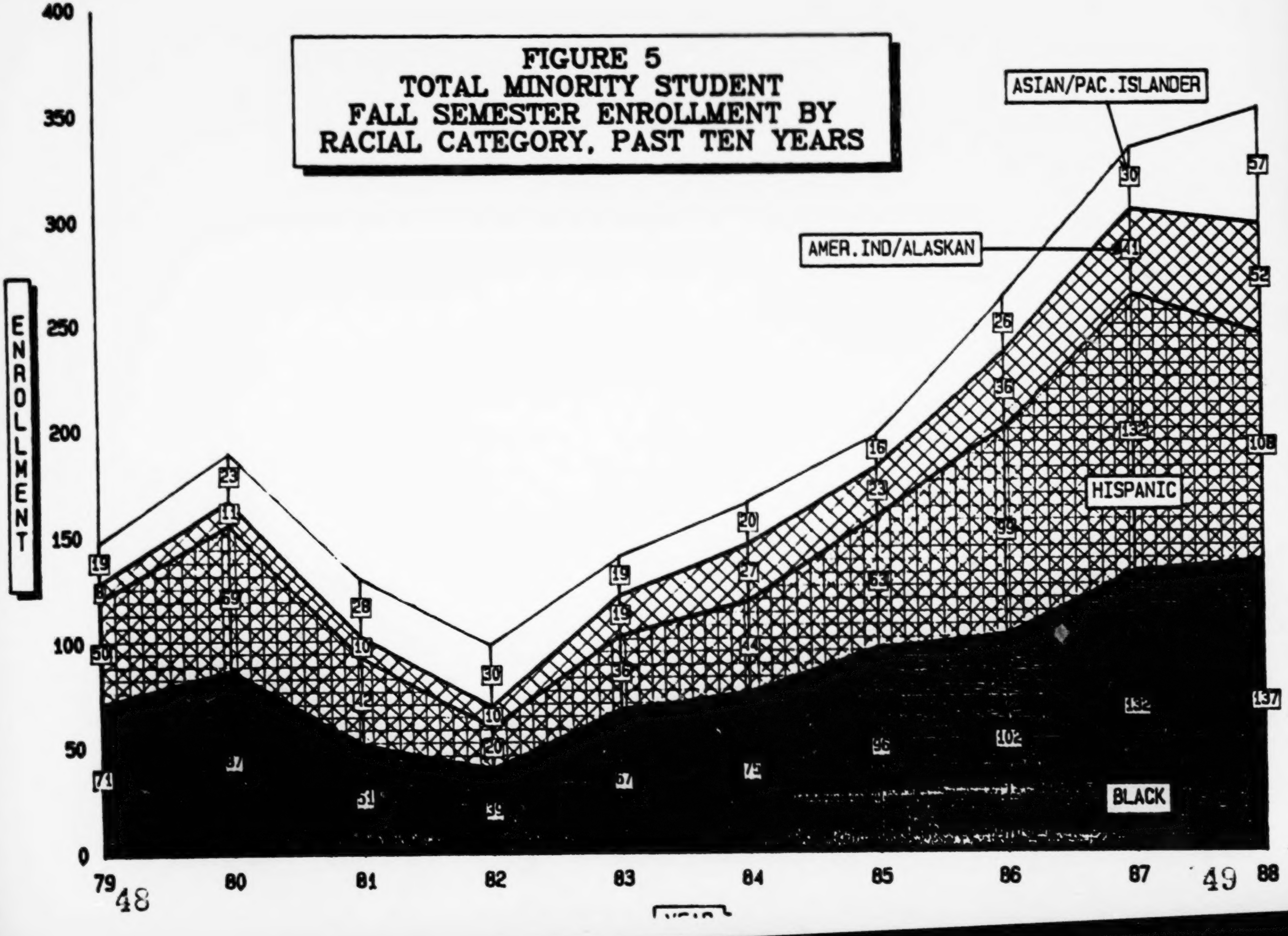
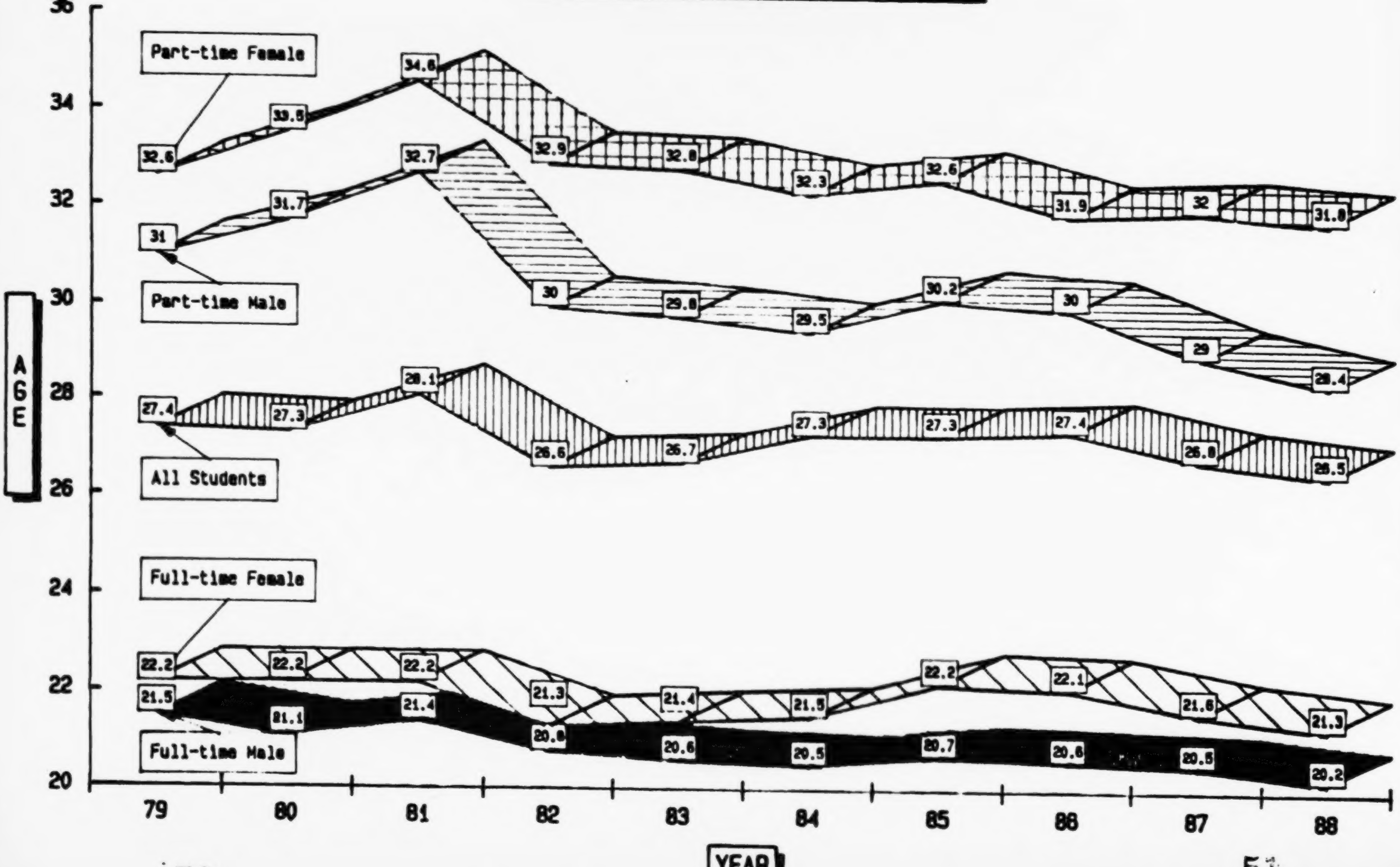


FIGURE 5
TOTAL MINORITY STUDENT
FALL SEMESTER ENROLLMENT BY
RACIAL CATEGORY, PAST TEN YEARS

FIGURE 6
FT AND PT AVERAGE
STUDENT AGE BY GENDER
PAST TEN YEARS



time students, who primarily attend evening classes between 6:00 and 10:00 p.m. Female students, both full-time and part-time, tend to be slightly older than the male students. The current part-time female average age is 31.8 years as compared with the part-time male of 28.4 years. The current full-time female is 21.3 years of age as compared with the full-time average male age of 20.2 years.

Approximately 70 percent of the current full-time students enroll in one of the following six academic programs: General Education (A.A.), Liberal Arts General, Business Administration, Criminal Justice, General Education (A.S.), or Nursing.

Several programmatic enrollment shifts have occurred over the last 5 years. In Fall 1983, the college had 231 full-time students enrolled in its two computer science curricula. By Fall 1988 the number of full-time computer science majors had declined to 56, a decline much more precipitous than the overall decline of the full-time student enrollment. Computer science faculty restructured the entire program and course content during the 1986-87 academic year. It is hoped that with these curricular revisions, supported by new equipment and a change in degree designation, computer science enrollments will increase in the future.

The number of students enrolled in the college's General Education (A.A.) Program dropped from 378 to 232 over the five year period. However, this was counterbalanced by the growth in the General Education (A.S.) Program from 138 students in 1984 to 290 in 1988.

The college, with 21 graduating classes, has 11,606 alumni. As shown in Figure 7, the largest graduating class was 744 in 1980, with the number averaging approximating 600 over the last four years. Most notable is the drop in the number of A.A. degrees awarded. This decline is directly linked with a decision to reclassify the degree designation for several transfer programs from A.A. to A.S.

Of importance to this study is the growth in the off-campus enrollments. The college has for many years cooperated with local school districts to provide credit courses in the evening. However, with the appointment of a Coordinator of Off-Campus Programs in 1984, the number of sites offered by the college and the number of students taking advantage of these credit courses have increased significantly. As evidenced by the data provided in Table 13, the number of credit hours taken by students in FY 85 was 2,132. Five years later, the number had increased to 5,303. The most notable growth fact with regard to this needs assessment is the huge increase in the southern county sites--480 credit hours in FY 85 to 2,034 credit hours in FY 89.

FIGURE 7
NUMBER OF GRADUATES
ALL CLASSES, 1968 TO PRESENT

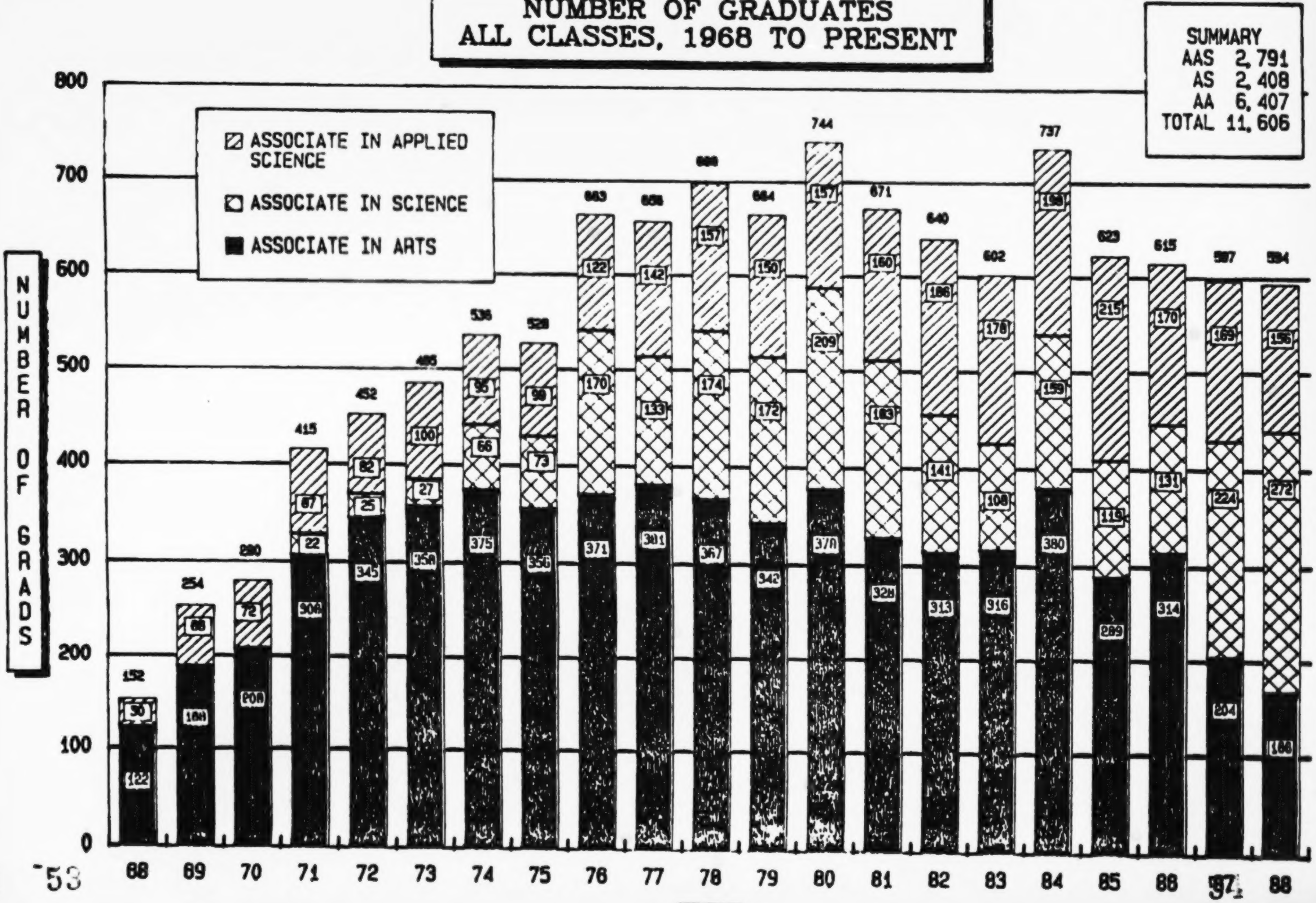


Table 13

Number of Credit Hours Taken by Students at Off-Campus Sites, Past Five Fiscal Years

	Fiscal Year				
Off-Campus Site	1985	1986	1987	1988	1989
Southern County Sites					
GPU Nuclear	-	-	-	-	93
Lacey Twp. HS	51	276	312	540	705
Pinelands Regional HS	93	36	-	-	93
Southern Regional HS	336	438	672	978	1143
Sub-total	480	750	984	1518	2034
Northern County Sites					
Brick Twp. HS	-	-	-	-	105
Brick Twp. Vocational Sch.	-	96	54	81	183
Fort Dix/McGuire	51	36	39	-	-
Jackson HS	202	381	249	216	351
Lakehurst	279	303	165	-	-
Lakewood HS	420	708	669	775	972
Manchester Middle School	-	87	87	327	168
Pt. Pleasant Boro HS	619	783	963	1364	1026
Pt. Boro Middle School	-	-	-	-	135
South Toms River Com. Sch.	81	81	87	150	150
Toms River South HS	-	-	-	-	48
Toms River Vocational Sch.	-	-	-	-	131
Sub-total	1652	2475	2313	2913	3269
GRAND TOTAL	2132	3225	3297	4431	5303

Finances

Current Revenue

Ocean County College's current operating funds are provided by three principal sources: the County of Ocean, the State of New Jersey, and student tuition and fees. A fourth source of funds is the miscellaneous category, which primarily includes grants and contracts, and earnings on short-term investments. As shown in Figure 8, the proportion of the operating budget supported by the State has gradually eroded over the last ten years from a high of 34.2 percent in FY 80 to 27.1 percent anticipated for FY 90. The County of Ocean will contribute the largest share (36.8%) of the college's operating budget in this coming fiscal year. The proportion of the operating budget supported by student tuition and fees gradually increased from a low of 26.4 percent in FY 80 to a high of 36.2 percent in FY 84. Since this time the proportion has declined to the current estimate of 32.0 percent for FY 90.

OCC's tuition is low as compared with private colleges in the state and somewhat lower than the public state colleges. The current $940 per year maximum for full-time county residents is expected to remain the same for FY 90. The part-time resident tuition rate is $39 per credit. In addition to tuition, students are assessed laboratory fees as appropriate and a general college fee charged on a per credit basis to a maximum of $141 per year. Other charges are made in accordance with specific circumstances, e.g., late registration fee, application fee, and transcript fee.

Revenue Projection Assumptions for FY 90

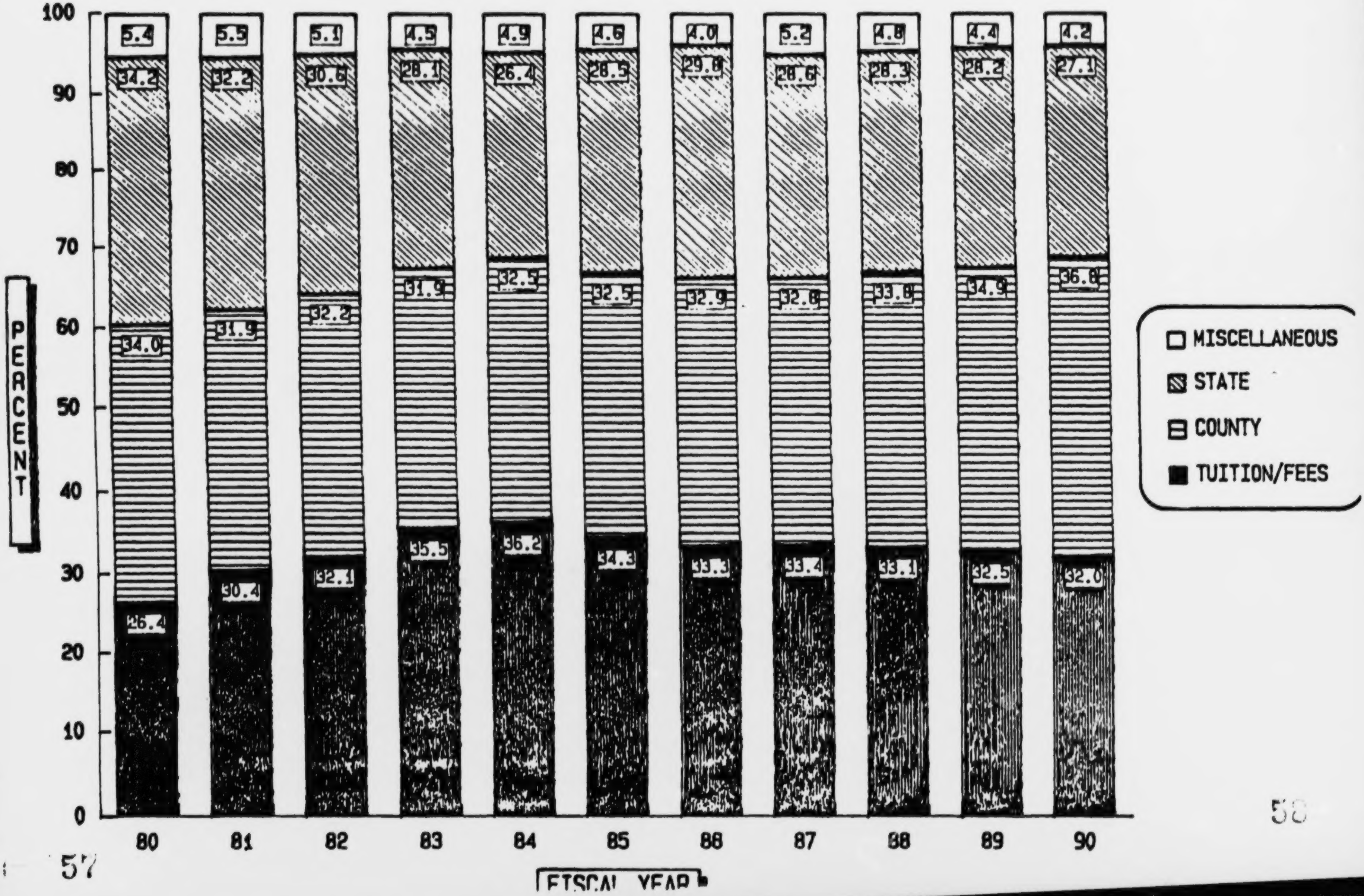
- a 2.9% increase in full-time equated enrollment
- a 0.0% increase in state funding
- a 2.8% increase in tuition revenues (higher enrollment)
- a 10.6% increase in county funding

Current Expenditures

Numerous internal hearings were held in the late Fall 1988 with conclusions reached that the college could only honor the contractual commitments made to the various labor units, as well as increases in fringe benefits, utilities and insurance. In addition, some funding was allocated to support new faculty positions and the college's Challenge Grant from the state. As in prior years no provision was made for other operating expense increases due to inflationary costs or increased requirements. The total budget estimate of $17,752,384 represents a 4.67% increase over the FY 89 amended budget.

The minor capital request to the county is $450,000 for the much needed equipment to carry out the college's mission. For years the State of New Jersey did not fund minor capital in the county college budgets. In this current year the college received $56,635, which is the amount anticipated for FY 90.

FIGURE 8
PERCENT OF REVENUE BY MAJOR SOURCE
FY 1980 - FY 1990



As shown in Table 14, the largest proportion of the college's operating budget is allocated for instruction, 42.6%, with an additional 11.1% allocated for academic support functions such as the library. Scholarships and fellowships account for .1%. The student services part of the budget totals 7.8% and 25.3% is for institutional support. The operation and maintenance of the physical plant accounts for 13.1% of the operating budget.

Chapter 12, Capital Funding

The State of New Jersey passed a law which allows individual counties to provide capital building funds to their local county colleges. Projects supported were originally restricted to new building construction. However, in recent years, the legislation was expanded to provide for renewal and replacement capital projects. In practice, the local county government passes a resolution of support for each project, and if the project meets with state approval, the county provides all of the project costs directly to the college. The state, in turn, reimburses the local county for its 50 percent share of the principal and the interest for each approved project.

Ocean County College has participated in the Chapter 12 funding program for both renewal and replacement projects and new construction. Under the renewal and replacement category, the college has completed four major projects for a total of $690,952. In addition, seven other major projects have met with all county and state approvals and are currently in progress. These seven projects total $1,607,297, as itemized below:

A. Completed:

1. Handicap access improvements	$ 200,181
2. Replacement roofing systems (5)	223,715
3. Boiler replacement-Instructional Bldg.	142,336
4. Absorber/cooling tower-Admin. Bldg.	124,720
	$ 690,952

B. In process and approved:

1. Fire alarm system	$ 150,000
2. Electrical panels - pool/gym	100,000
3. Electrical panel replacement collegewide	190,000
4. LRC cooling tower replacement	102,455
5. Walkways and stairwell repair	89,040
6. Replacement of unit ventilators	800,902
7. Neutralization of effluent from labs.	174,900
	$1,607,297

Chapter 12 funding for new construction projects has also been approved for the college's Phase IV building program. This construction program of $4,520,000 is composed of two major parts and one minor part. The first major part is the construction of a new academic building (27,720 gross square feet).

TABLE 14

OCEAN COUNTY COLLEGE FY 89 AND 90 BUDGETS
EXPENDITURE PROGRAM BY FUNCTION AND CATEGORY

EXPENDITURE PROGRAM	AMENDED BUDGET FY 1988-89	BUDGET REQUEST FY 1989-90	PCT. CHG.	PCT. OF BUDGET
FUNCTION				
Instruction	$ 7,119,408	$ 7,339,004	3.1%	42.6%
Academic Support	1,913,081	1,917,352	0.2%	11.1%
Student Services	1,303,102	1,343,461	3.1%	7.8%
Institutional Support	4,309,509	4,363,485	1.3%	25.3%
Operation & Maintenance of Physical Plant	2,293,755	2,257,447	-1.6%	13.1%
Scholarships and Fellowships	21,000	24,000	14.3%	0.1%
TOTAL	$16,959,855	$17,245,749	1.7%	100.0%
CATEGORY				
Personnel	$10,254,747	$10,873,057	6.0%	61.2%
Operating	6,273,473	6,372,692	1.6%	35.9%
Minor Capital	431,635	506,635	17.4%	2.9%
TOTAL	$16,959,855	$17,752,384	4.7%	100.0%

NOTE: Minor capital for the 1988-89 budget is shown by category but is allocated by function. For this reason the two total figures do not agree. The percentage figures will also change after minor capital funds have been allocated to the various departments.

CO

The second major part involves the renovation of selected areas in the existing Nursing Arts and Instructional Buildings. The third part of the program includes the construction of a small structure (1,700 gross square feet), designed to accommodate the changing needs of the existing Civil Engineering/Building Construction Technology degree program.

The new academic building, named the W. Kable Russell Academic Center after the college's first Chairman of the Board of Trustees, will house the Humanities and Mathematics Departments. The building is designed to include seven 35 seat classrooms, nine 28 seat classrooms, a writing laboratory, two reading laboratories, a language laboratory, two computer laboratories, seminar rooms, media storage space, and faculty offices. This new academic space has been justified by the large increase in the college enrollment since the early 1970's when the last building program was completed. This Phase III building program was completed in 1974 and since that time the college student enrollment has grown from 3,658 to 6,214, a 70 percent increase.

Future Financial Support

The future state financial support is uncertain. For years, the state has not provided its full share of support to the county colleges in accordance with state law. In calendar year 1988, a plan was developed by N.J. Department of Higher Education officials and members of the Council of County Colleges that provided for significant increases in the level of state financial support over a period of several years. Included in this plan, the county colleges agreed to implement a series of long-range goals in collaboration with the state. In response to these efforts, the state agreed to increase its financial support of the county college sector to a level equal to that provided by the counties.

Unfortunately, since the financial plan was developed, state officials recently saw a downturn in revenue estimates and as a result, the Governor proposed a FY 90 budget that actually provided for a decrease in state support to the county college operating budgets.

Ocean County residents are proud of their local county college and this sense of pride is continually expressed by the Ocean County Board of Chosen Freeholders. The Freeholders have generously supported the college since its founding and college officials anticipate future financial contributions will enable the college to accomplish its long-range strategic goals.

Future Directions

Guided by its philosophy and mission the college has established a series of 16 strategic initiatives toward which significant effort will be directed for the next several years. These initiatives are as follows:

1. The college will continue its process of academic program evaluation and strengthen it by focusing on student outcomes.

2. The college will provide a program of professional development for its staff that includes opportunities for updating and refreshing skills, as well as for sensitizing the entire college community to the changing needs of the community we serve.

3. The college will provide increased educational opportunities in the fields of allied health, business, and new emerging technology programs and provide for the upgrade of its existing curricula to maintain technological excellence.

4. The college will broaden higher education opportunities for the citizens of Ocean County, especially those living in the southern part of the county, by expanding its off-campus credit offerings.

5. The college will address the problem of student retention by strengthening student academic advisement and personal counseling programs, academic developmental programs, and by making a strong effort to involve a larger proportion of the student body in co-curricular programs and activities.

6. The college will broaden and expand student recruitment efforts, especially in the minority communities, and develop an overall marketing plan for all of its services.

7. The college will expand its program articulation arrangements with New Jersey colleges and universities.

8. The college will develop articulation agreements with Ocean County high schools and the vocational school for the purpose of developing 2+2 tech-prep/associate degree programs and strengthening the high school/college connections.

9. The college will strengthen its relationship with Ocean County business and industrial groups through active advisory committees, the provision of training seminars and short-term courses where appropriate, and the establishment of communication networks.

10. The college will make life-long learning opportunities available to an increasingly larger percentage of the county population through its community education program.

11. **The college will strengthen its community service activities by making increased efforts to reach out into the existing county communities as well as continue to provide fine arts, cultural, and planetarium programs and facilities for public use.**

12. **The college will improve its management information system through the acquisition of appropriate computer hardware and software and the training of college staff members in their use.**

13. The college will update, modernize, and/or construct new facilities to serve the needs of students.

14. The college will seek increases in state and county appropriations in order to implement the objectives established in this long-range plan.

15. The college will actively seek grants and gifts from both public and private sources to assist the college in achieving objectives established in its long-range plan.

16. The college will promote an atmosphere which recognizes the changes that American society has undergone which necessitate unique affirmative actions to increase the hiring of minorities at all levels within the college and to achieve equality of educational opportunities for all minority citizens of the county.

The college has committed itself to determine whether or not the goals are being achieved. To this end, the college has created a process for a regular yearly review of the implementation of strategic initiatives. The process includes a means of effectively linking the yearly ongoing planning and budgeting efforts. The process also includes appropriate communications with the various constituencies served by the college regarding its outcome and its status (Ocean County College catalog, 1989-90).

CHAPTER IV

COLLEGE NEEDS OF SOUTHERN OCEAN COUNTY HIGH SCHOOL STUDENTS, AREA RESIDENTS, AND LOCAL BUSINESSES

This chapter will present evidence of the need for a southern branch campus from findings gathered in two major research efforts. The first research effort occurred in late 1985 and resulted in the completion of the preliminary needs assessment (Parrish and Harris, 1986). The second research conducted in Fall 1988 was an integral component of this study. The findings from both research efforts are reported in this chapter.

Survey Procedures and Sample Selection

The potential students who would avail themselves of a new branch campus in southern Ocean County would come from one of three areas; current high school seniors, local businesses, and area residents not currently in high school. The research design used in the 1986 preliminary study included the surveying of current high school students and local area businesses with 15 or more employees. In addition, a telephone interview of selected area residents 18 years of age or older was chosen as a second method of collecting data. This FY 89 research effort also included the surveying of current high school students and area businesses but excluded the telephone interview of area residents.

High School Student Sample

The high school sample consisted of 1078 pupils in their junior or senior years surveyed in late Fall 1985 and 1292 juniors and seniors surveyed in late Fall 1988. The schools in the sample were: 1) Lacey Township High School; 2) Pinelands Regional High School; and 3) Southern Regional High School. The student survey instrument (see Appendix I) was designed in the Office of Research, Planning and Grants and pretested in an OCC statistics course. The same survey instrument was used in both 1985 and 1988. The student surveys were delivered to all three schools wherein the actual administration of the survey was done either in the homeroom period or in English classes.

Approximately 70 percent of the juniors and seniors enrolled in the schools completed the survey in both administrations. Since the survey was conducted only once at each school in both 1985 and 1988, factors such as absenteeism and tardiness contributed to a response rate below 100 percent. The sample sizes are large enough to be considered representative of the entire population of students.

Business Sample

In the 1985-86 preliminary study, business firms were selected from the Southern Ocean County 1985-86 Guidebook and Business Directory produced by the Long Beach Chamber of Commerce. Businesses which employed 15 or more employees, as identified by a staff member of the Chamber, were selected from the directory. A survey instrument was developed for the business respondents (see Appendix J). The surveys were mailed to an original selection of 116 organizations, of which 70 responded (60 percent response rate).

The survey research method was changed for this most recent study. With this second administration, all business firms which were members of the Southern Ocean County Chamber of Commerce and also subscribed to one or more of the local newspapers were forwarded a survey instrument. The surveys were mailed in early January, 1989 with a cover letter from Mr. Rick Reynolds, current President of the Chamber. The surveys were included as part of the regular monthly billing cycle for The Times Beacon, a parent company for five local newspapers (Beach Haven Times, The Beacon, Lacey Beacon, Tuckerton Beacon, and the Summer Times). Approximately 500 firms were contacted through this billing. With this survey administration, only 59 responses were received--a low response rate of 12 percent.

Southern Ocean County Resident Sample

The general southern Ocean County public was surveyed in early 1986 using a structured telephone interview technique. A copy of the interview schedule is included as Appendix K. Using a mathematical formula cited by Christensen, 1980, it was determined that, based upon the population data for southern Ocean County, a sample size of at least 382 subjects was needed to support (by theory) a randomly distributed selection with less than a five percent chance of sample bias with a 90 percent confidence level. This means the chances should be 9 in 10 that the answers reported by the telephone respondents do not vary more than five percentage points from the true opinion of the general public.

Telephone exchanges within the municipalities were used in concert with the municipal population data to obtain the percentages of the sample needed to evolve a systematic stratification of the respondent sample. This process was used to assure equal representation of the entire southern Ocean County population.

Interviews were conducted between the hours of 6:30 p.m. and 9:30 p.m. in January, 1986. A structured procedure was followed by each interviewer during telephone contact, outlined in a direction package distributed to the 25 interviewers. A computer-generated list of random phone numbers was provided to each interviewer. Each interviewer was to contact at least 16 respondents. A total of 384 interviews were conducted.

Survey Results

In order to systematically research the need for a branch campus, various questions were asked of the entire sample (all three subgroups). These questions were repeated in the 1988 second research effort.

The 1985-86 data were coded and entered into OCC's Univac 90/80 mainframe computer and statistical routines were performed using a statistical software package known as SPSS, Statistical Package for the Social Sciences (Nie et al, 1981). The 1988 data collected in the second research effort were coded and entered into a personal computer in the Office of Research, Planning and Grants. Again the data was analyzed using SPSS, except this time the personal computer software package known as SPSSPC was used (Norusis, 1986).

High School Student Survey

A high degree of optimism was shown in the students' plans to continue their education beyond high school. In the 1985 survey, 45 percent of the students indicated they definitely had plans to attend college following graduation from high school with another 30 percent of the students indicating they probably would attend college--a total of 75 percent. With the most recent Fall 1988 survey, the number who indicated they would definitely or probably attend college was 82 percent. When compared with the actual college-going rate data as previously shown in Table 7, the aspirations of the students are somewhat higher than what actually occurs. Of the 1988 graduates, 58 percent attended college the following fall semester. It is quite possible, however, that a large portion of the remaining 42 percent would attend college at a later date.

The students were also asked their intentions concerning attending Ocean County College. In Fall 1985, 21 percent of the students indicated they definitely or probably would attend OCC. In Fall 1988, the comparable figure had changed to 29 percent. Of importance to the branch campus research were the students' intentions concerning attending OCC at a branch campus in the Manahawkin area. In Fall 1985, 33 percent of the students thought they definitely or probably would attend college at the branch campus as compared with 39 percent of the students surveyed in Fall 1988. These significant increases (21 to 29 percent and 33 to 39 percent) reveal a much stronger interest in Ocean County College and also with the establishment of a southern branch campus.

Students were asked, "Do you feel there should be a branch campus of Ocean County College established in southern Ocean County within the next one or two years?" Responses to this question were extremely supportive with 79 percent of the 1985 respondents and 84 percent of the 1988 respondents indicating either definitely or probably yes. Table 15 shows the students' inclinations toward college, OCC, and opinions concerning a new branch campus for both the 1985 and 1988 survey administrations by high school.

If students responded that they would either definitely or probably enroll in OCC at the proposed branch campus,they were asked to indicate what type of program or course they would like to see offered at the new campus. The responses to this question were very similar between the 1985 and 1988 survey administrations. Because of this similarity, the results by program area are shown in Table 16 only for the Fall 1988 survey administration. The student responses were coded according to the National Center for Education

Table 15

Southern Ocean County High School Students' College Aspirations, Inclinations Toward OCC, and Opinions Concerning a Branch Campus - Survey Responses Gathered in 1985 and 1988

	Percent of Respondents							
	Definite Yes		Probably Yes		Definite No		Probably No	
	1985	1988	1985	1988	1985	1988	1985	1988
College Plans								
Lacey	46	63	28	23	14	8	12	6
Pinelands	32	52	38	27	22	13	9	8
Southern	46	57	30	24	16	12	8	7
Total	45	58	30	24	17	11	9	6
OCC Plans								
Lacey	4	10	25	23	35	32	36	35
Pinelands	0	5	21	24	43	39	36	32
Southern	2	5	17	22	43	37	38	36
Total	2	7	19	22	41	36	38	35
Branch Plans								
Lacey	5	7	23	28	39	34	33	31
Pinelands	7	15	27	30	40	30	26	25
Southern	8	15	28	25	37	33	27	27
Total	7	12	26	27	38	33	29	28
Branch Support								
Lacey	30	36	44	42	12	13	14	9
Pinelands	46	51	39	38	10	9	5	3
Southern	42	50	40	37	11	8	7	5
Total	38	45	41	39	11	10	9	6

College Plans Question:

Do you plan to go to college after graduating from high school?
Sample Size: Lacey 361/414; Pinelands 186/185; Southern 526/692

OCC Plans Question:

Do you think you may attend Ocean County College?
Sample Size: Lacey 361/414; Pinelands 184/185; Southern 526/691

Branch Plans Question:

If a branch campus of Ocean County College were established in the Manahawkin area, would you consider attending the college at this new site?
Sample Size: Lacey 362/413; Pinelands 182/185; Southern 525/691

Branch Support Question:

Regardless of how you answered the previous questions, do you feel there should be a branch campus of Ocean County College established in the Manahawkin area of southern Ocean County?
Sample Size: Lacey 361/408; Pinelands 182/181; Southern 507/686

Table 16

Southern Ocean County High School Students' Academic Program Preferences for the Proposed Southern Branch Campus

Desired Program/Major	Number
Accounting	6
Advertising	1
Architecture	7
Art Education	1
Astronomy	1
Automotive Tech.	1
Aviation Management	1
Banking	1
Biology	11
Business Administration	69
Business Economics	1
Business Education	8
Child Development	7
Commercial Art	7
Communications, General	17
Computer Science	9
Conservation	3
Construction	3
Criminal Justice	30
Dance	1
Dental Assisting	2
Dental Hygiene	1
Drafting	3
Dramatic Arts	3
Educ. of Phys. Handicapped	1
Electrician	1
Electrical Engineering	1
Electronic Technology	5
Elementary Education	15
Engineering, General	9
English	3
Fashion Merchandising	6
Film Arts	2
Fine Arts	15
Food Service	13
Foreign Languages	4
Forestry Services	2
Graphic Arts or Design	3
History	2
Hotel/Motel Management	3
Interior Design	5
Industrial Arts	1
Journalism	5
Legal Assisting	3
Legal Secretarial	1
Liberal Arts, General	34
Marine Biology	2
Marketing	1
Mathematics	1
Mechanical Engineering	1
Medical Laboratory Tech.	3
Meteorological Tech.	2
Music Education	1
Music, General	9
Nursing, General	13
Nutritional Education	1
Oceanography	1
Photography	4
Physical Education	1
Physical Therapy	3
Psychology	15
Secondary Education	2
Secretarial	2
Social Work	2
Sociology	2
Student Counseling	1
Travel	1
Veterinary Assisting	2
Veterinary Medicine	1
Visual & Performing Art	2

Note: The responses were derived from the Fall 1988 survey. Students who indicated responded definitely yes or probably yes to attending a proposed branch campus were asked to select a program or course. The resulting responses from 403 juniors and seniors have been included in this table.

Statistics classification structure (Eldridge, 1981).

The top ten program areas in order of student preference are:

1. business administration
2. liberal arts, general
3. criminal justice administration
4. communications, general
5. elementary education
6. psychology
7. fine arts, general
8. nursing
9. food service
10. biology

The high school students indicated a preference for early morning classes--78 percent chose the 8 a.m.-noon time slot versus 14 percent for the afternoon and 8 percent for the evening.

Business Firm Survey

The types of business firms responding to the branch campus survey in both the Fall 1985 and Fall 1988 administrations varied in size, measured by the number of employees and by type of business. As a group, the 70 employers responding from the Fall 1985 survey and the 59 employers from the Fall 1988 survey may be considered a representative sample of the employers for southern Ocean County. While the average number of employees was approximately 40 per business firm, the actual firms ranged in size from a small business employing less than five persons to a large nursing convalescent center employing over 150 persons. As examples, the business firms included real estate offices, food stores, restaurants, construction contractors, building suppliers, liquor stores, nursing convalescent centers, automobile dealerships, independent physicians, furniture stores, banks, and churches.

Overall, responses from the business firms in both survey administrations were very supportive of establishing a Southern Branch Campus of Ocean County College. Analysis indicated many of the southern Ocean County businesses contain positions requiring specialized or practical training acquired through community college education. On the average approximately 10 positions per firm needed this training. The employers reported many of their personnel presently employed could improve their job-related skills by taking college courses on a part-time basis. In the 1985 survey, the average number requiring this training was 13 as compared with 9 persons per firm indicated in the 1988 survey.

Approximately two-thirds of the employers in both survey administrations indicated having special problems in finding qualified personnel. In most instances, the explanation offered for specific employment problems related to a lack of proper training for the position advertized. In the 1988 survey, the lack of qualified personnel was more pronounced. One specific training weakness cited by numerous employers was computer literacy.

The number of job openings anticipated by the business firms was directly proportional to the size of the firm ranging from 1 to as many as 50 openings per year. There seemed to be a high turnover rate in the supportive employee category.

When asked if a branch campus of Ocean County College should be established in or near the Manahawkin area within the next one or two years, the business firms were extremely supportive. Approximately 97 percent of the respondents in both the 1985 and 1988 survey administrations responded either "definitely yes" or "probably yes" to this question.

The business respondents were asked what programs or courses they would consider desirable for the proposed branch campus. The top program areas in order of preference are:

1. business administration
2. computer science
3. accounting
4. secretarial skill training
5. nursing
6. real estate
7. medical assisting
8. food service management

In the 1988 survey administration, employers were asked, "What time of day would you think your employees would attend classes at the proposed branch campus?" Four out of five employers thought the evening time slot from 6:00 p.m. to 10:00 p.m. would be the best time. The remaining employers selected the morning time slot from 8:00 a.m. to noon.

The employers were asked to comment or offer their suggestions concerning the proposed branch campus. They were also encouraged to comment about Ocean County College in general. Appendix L contains selected typical employer responses to this question.

In summary, the employers who participated in the survey (both in the 1985 and 1988 administration) were very supportive of a southern branch campus for Ocean County College.

Community Survey

The 384 southern Ocean County residents interviewed in January, 1986 were first questioned concerning their familiarity with Ocean County College in general. Only three percent of the residents had not heard of Ocean County College. Fifteen percent of the interviewees had enrolled in an Ocean County College course and 30 percent had been to the college's Fine Arts Center or the Robert J. Novins Planetarium.

The residents were asked, "Do you think you may enroll in an Ocean County College course?" The responses were mixed with 41 percent answering "definitely yes" or "probably yes" and 59 percent answering "definitely no" or probably no". Immediately following this question in the interview process, the residents were asked, "If a branch campus of Ocean County College were established in or near the Manahawkin area, would you consider attending the college

at this new site?" Although still somewhat mixed, the proportion of residents that would be interested in attending OCC at this new site was 59 percent as compared with 41 percent without the southern campus.

If the respondent answered "definitely yes" or "probably yes" about enrolling at this new site, they were asked to indicate what type of program or course they would like to see offered. A total of 184 area residents provided the interviewer with their preferred program area. A complete list of the first program choice indicated by the residents is provided in Table 17. The top preferred program areas were:

1. business administration
2. computer operations
3. accounting
4. fine art
5. nursing

The residents were asked, "What time of day would you prefer to attend classes at the proposed branch campus?" The large majority (71 percent) preferred evening classes versus 18 percent for the morning and 11 percent for the afternoon class times.

Regardless of how the interviewees answered previous questions, they were asked in a final question, "Do you feel there should be a branch campus of Ocean County College established in southern Ocean County within the next one or two years?" Seventy-three percent responded "definitely yes," 19 percent "probably yes," five percent "probably no," and only 3 percent "definitely no."

Results Summary

This project was conducted to determine if a need existed for a branch campus of Ocean County College in southern Ocean County. Descriptive analysis of the five different survey groups (three groups in the 1985 and two in the 1988 research phases) has shown strong support for the establishment of a branch campus. A total of 2,370 high school students, 384 southern Ocean County residents, and 129 business firms were surveyed in this research effort.

Results have provided evidence that a higher percentage of the southern Ocean County population will attend Ocean County College if a branch campus is established. Classes should be scheduled primarily during the morning (8:00 a.m. - noon) and evening hours (6:00 p.m. to 10:00 p.m.). Finally, the programs and courses that have the strongest potential drawing power are:

1. business administration
2. computer science
3. criminal justice
4. nursing
5. secretarial training
6. liberal arts
7. real estate
8. accounting
9. food service management
10. psychology

Table 17

Southern Ocean County Residents' Academic Program Preferences for the Proposed Southern Branch Campus

Desired Program/Major	Number	Desired Program/Major	Number
Accounting	12	Letters (English)	4
Automotive Technology	3	Liberal Arts General	5
Banking and Finance	1	Mathematics	1
Biology	3	Medical Laboratory Tech.	3
Building Construction	2	Music	2
Business Administration	40	Nursing	8
Chemistry	2	Other	12
Computer Operations	28	Personnel Management	4
Criminal Justice	2	Photography	2
Dental Hygiene	1	Psychology	5
Dietetics	1	Real Estate	5
Dramatic Arts	1	Recreation Management	2
Economics	1	Secretarial Studies	3
Elementary Education	2	Secondary Teacher Educ.	2
Emergency Medical Tech.	2	Transportation Studies	1
Engineering	7		
Fine Arts	12		
Fire Science Tech.	1		
Foreign Languages	2		
Graphic Arts Tech.	2		
History	1		
Journalism	1		

Note: The responses were derived from the Fall 1985 survey. Residents who responded definitely yes or probably yes to attending a proposed branch campus were asked to select a program or course. The resulting responses from 184 residents have been included in this table.

CHAPTER V

PROPOSED SOUTHERN BRANCH CAMPUS OF OCEAN COUNTY COLLEGE LOCATION, STUDENTS, PROGRAMS, STAFF, FACILITIES, AND COST

Evidence supporting the need for a Southern Branch Campus of Ocean County College has been shown in Chapters II and IV. Population projections for southern Ocean County indicate a continuous growth pattern over the next decade. The 1980 U.S. Census showed a county population of 346,038. Of this total 58,125 resided in southern Ocean County municipalities, 16.8 percent of the total county population. The county population is estimated to be 471,100 in 1990. Southern Ocean County contributes 90,100 persons to this total (19.1 percent). By the end of the century, Ocean County population has been projected at 560,400 persons with southern Ocean contributing 121,650 persons (21.7 percent). Projections of public high school enrollments (grades 9-12) for the three southern Ocean County high schools also portray a pattern of continuous growth for the next decade.

As previously described in Chapter IV, surveys completed by juniors and seniors in the three southern Ocean County high schools in both 1985 and 1988 have shown a strong interest in the establishment of a southern branch campus. Southern Ocean County businesses have also shown a strong interest in a branch campus as evidenced in two separate surveys conducted in 1985 and 1988. Finally, the results summarized from a statistically valid sample of the general public residing in southern Ocean County have also supported the idea of a southern branch campus for Ocean County College.

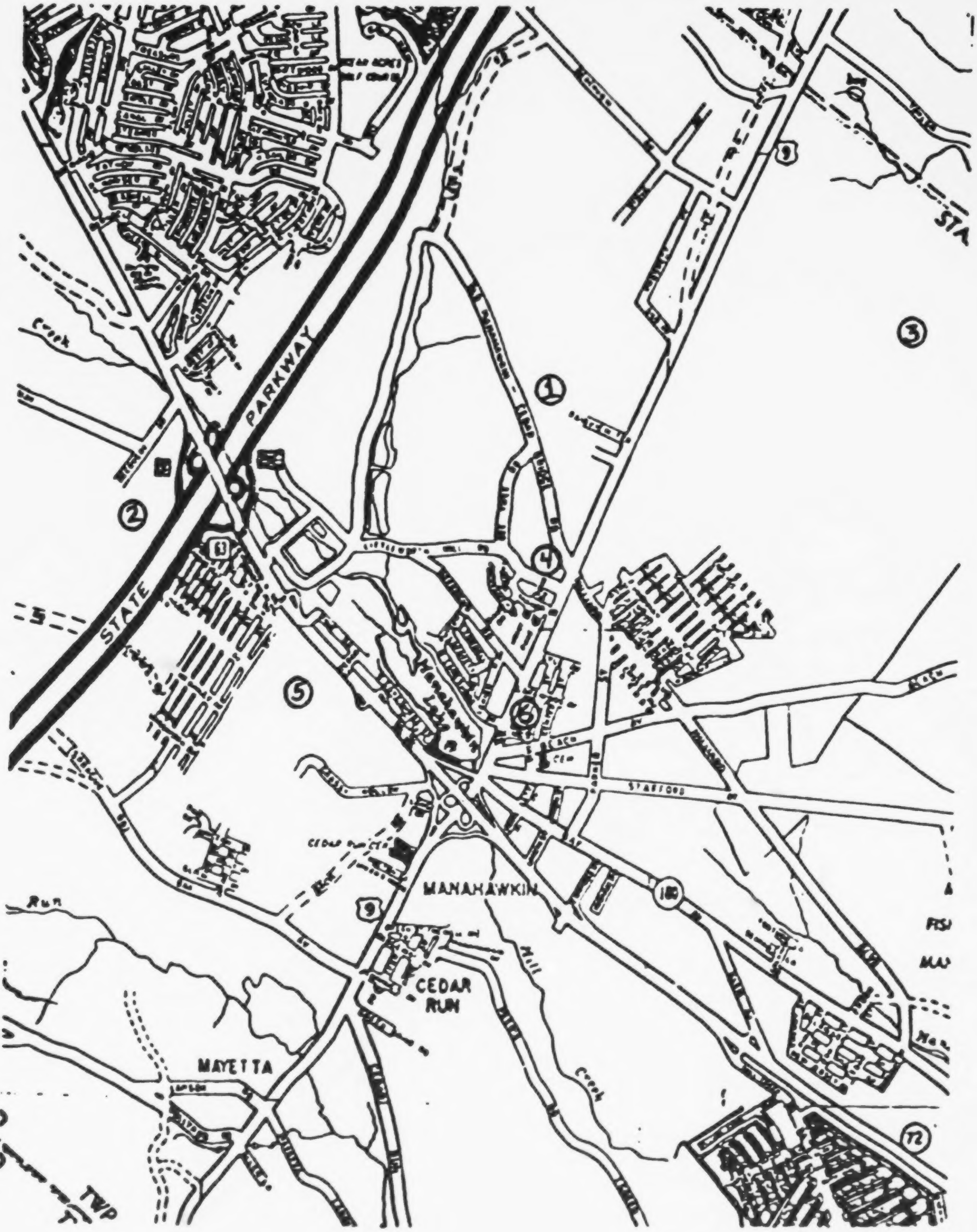
Based on population projections, survey research, road networks, the availability of public transportation, and geography, the preferred location for a southern branch campus of Ocean County College is within a three to five mile radius of the Route 9 and Route 72 intersection in Stafford Township.

Branch Campus Site

Six alternative branch campus sites were examined which met the criteria of being within a three to five mile radius of the Route 9 and Route 72 intersection in Stafford Township. The six alternative sites are shown in Figure 9 and have been named as follows:

1. Southern Regional Board of Education site
2. Southern Resource Center site
3. Alden Corporation site
4. Cedar Bridge Plaza site
5. Stafford Square site
6. Lighthouse Christian Academy site

Figure 9 - Map Depicting Possible Sites for Southern Ocean County College Branch Campus


STATE PARKWAY
①
②
③
④
⑤
⑥
9
72
MANAHAWKIN
CEDAR RUN
MAYETTA
Creek
Run
Creek
TWP
STA

The first three of the alternative sites listed on page 54 required the construction of a building to house the necessary classrooms, laboratories, offices, student service space, library, health service space, and storage space. The other three alternative sites involved either leasing or purchasing pre-existing structures.

The Southern Regional Board of Education site is recommended as the best site for the following reasons:

1. Location is good for public access by car. The facility could be constructed within walking distance from Route 9 which is currently serviced by N.J. Transit public buses on a regularly scheduled basis. Connections can be made between the Route 9 N.J. Transit buses and the Ocean County mini buses. Bus schedules are available for the Lacey #5 and Tuckerton #6 routes which provide daily service to residents in the southern parts of the county (Ocean County Transportation Department, 1988).

2. The potential for cooperative educational agreements with the Southern Regional Board of Education is very strong. For many years, the college has been using the Southern Regional Middle School and Southern Regional High School as off-campus facilities for credit courses. As previously shown in Table 13, page 37, Southern Regional is the largest off-campus site of the 14 used by the college in FY 89. In addition, the college is currently developing, in cooperation with the Southern Regional High School administration, a program wherein the college will offer credit courses to high school seniors in the high school during the day.

   Dr. Robert Daria, Southern Regional Superintendent of Schools, has expressed strong interest in establishing mutually beneficial agreements between the college and the Southern Regional Board of Education on such matters as a shared security force, OCC student use of Southern's athletic fields, cooperative staff development programs, and college use of Southern's chemistry laboratories.

3. In 1987, the Southern Regional Board of Education successfully received voter approval to acquire approximately 275 acres of land adjacent to the current Middle and High School sites. The Board of Education is willing to sell approximately 45 acres of this recent land acquisition to the college for a branch campus, see Appendix M.

4. The potential exists to establish an educational facility for the Ocean County Vocational-Technical School on property owned by the Southern Regional Board of Education. The positioning of an elementary school, middle school, high school, vocational-technical school, and two-year community college within two miles of each other presents Ocean County with unique possibilities. With proper program development, e.g., multi-faceted career ladder programs, faculty and counselor exchange, shared cultural awareness programs, and offering college courses for high school seniors, Ocean County

could gain a national reputation for being a leader in the field of education.

5. Construction of a new facility provides the optimum flexibility from a planning perspective to meet the postsecondary educational needs of future students.

Student Enrollment Projections Including Estimated Impact on Existing Toms River Campus

The southern Ocean County College facility is being proposed as a branch campus offering one or more complete programs leading to a credit bearing certificate, degree or diploma. The educational programs of Ocean County College are designed to meet the needs of students who desire to transfer to upper division colleges, who desire to gain employment through learning technical skills, who desire general education, who wish to enhance their opportunities for advancement/promotion in their present employment position, who generally desire to continue their education, and who desire personal enrichment by enrolling in both credit courses and credit-free community education courses. It is anticipated that the southern branch campus will support the above student needs but not be able to offer the full array of programs and courses currently available at the main campus in Toms River.

Before enrollment projections are made for the branch campus it is important to examine the enrollment patterns of current southern Ocean County residents who attend Ocean County College. Table 18 shows the number of full-time and part-time students categorized by zip codes who attended the college in Fall 1988. As can be seen, the largest portion of southern Ocean County residents live in Lacey Township, 42.6% of the full-time students and 42.1% of the part-time students. Overall, as of the Fall 1988 semester, approximately 13% of the college's students resided in southern Ocean County. This is a fairly significant increase over the approximate 10% recorded in 1985. The establishment of a southern branch campus should prompt yet further increases in this proportion.

Projecting college enrollments usually consist of relating several factors which are the driving forces in a set of linear equations. For the proposed Southern Branch Campus of Ocean County College these factors include the propensity of local high school seniors to enroll in college, the relationship between part-time college enrollment and the southern Ocean County population, the relationship between new and returning students, estimates of average student credit loads, the relationship between the new student population directly out of high school and those students one or more years out of high school, and estimates of summer sessions enrollments.

The enrollment projections are estimates of the number of students who may be served by the programs and courses offered at the proposed branch campus. In effect, the enrollment projection is a statement of the college's experience and its reasonable expectation to serve the citizens of southern Ocean County within the constraining forces of money and space.

Table 18

Ocean County College Fall 1988 Full-time and Part-time Student Enrollment by Zip Code with Southern Ocean County Areas Identified by Town

Zip Code	City/Town	# Stud	# Cred	Avg Cr	# Stud	# Cred	Avg Cr
08005	Barnegat	65	918	14.38	90	457	5.08
08006	Barnegat Light	2	25	12.50	1	6	6.00
08008	Long Beach/Brant Bch Surf City/Bch Haven Crest Loveladies/Bch Haven Harvey Cedars/No Bch	34	466	13.71	48	266	5.54
08050	Manahawkin	32	429	13.41	62	328	5.29
08087	Tuckerton/Mystic Isl. Little Egg Harbor	42	594	14.14	50	276	5.52
08092	West Creek/Cedar Run	8	114	14.25	8	36	4.50
08731	Forked River	100	1415	14.15	146	733	5.02
08734	Lanoka Harbor	44	636	14.45	64	359	5.61
08758	Waretown	12	171	14.25	30	150	5.00
	Sub-total	338	4768	14.11	499	2611	5.23
-	All other areas	2242	31541	14.07	3135	16193	5.17
	TOTALS	2580	36309	14.07	3634	18804	5.17
PCT. SO. OCEAN VS TOTAL		13.1%	13.1%		13.7%	13.9%	

Full-time Enrollment Projections

Traditionally, much attention has been given to the number of students entering college immediately after graduation from high school. Although a large number of students do enter college immediately following graduation, many delay their entrance one, two, three, or more years. Beside immediate high school graduates, the full-time fall student population is composed of students one to three years out of high school, senior citizens, transfers from other colleges, current high school students in an early placement program, and readmitted students. Projections of such a heterogeneous group can be complex.

The OCC full-time student projections for the branch campus use the projected number of high school seniors from the local feeder high schools. In the case of southern Ocean County, these include Lacey, Pinelands, and Southern Regional High Schools. As previously shown in Table 9, p.22, the actual number of high school seniors in the three schools was 927 in Fall 1988. The number of seniors is projected to be 872 in Fall 1990, 948 in 1992, 1045 in 1994, 1146 in 1996 and 1232 in 1998.

The model used by Ocean County College to project the full-time student enrollment (Parrish, 1988) includes a ratio of new OCC full-time students to high school seniors of 223 per 1000. This ratio does not include transfers and readmitted students. The actual capture rate of the 1987 high school seniors was 24.3 percent (see Table 8, p.21); however this included students who attended either in the fall or spring semesters.

Since the branch campus will not be able to offer the full array of programs and courses that are available to those who attend the Toms River campus, it is unlikely that a capture rate of 223 new full-time students per 1000 southern Ocean County high school graduates could be attained. Furthermore, the capture rates have varied significantly by high school. In fiscal year 1987, only 5.6 percent of the graduating seniors from Pinelands Regional enrolled at OCC, versus 16.1 percent for Southern Regional, and 32.5 percent for Lacey Township. With the creation of a branch campus in close proximity to Southern Regional High School, the capture rate for that school and the capture rate for Pinelands Regional will increase significantly as larger numbers of students choose to go on to college and fewer students choose to attend other N.J. southern colleges such as Stockton State College. The college-going rate for Lacey Township seniors and the OCC capture rate from this school are not predicted to change. Instead, a portion of Lacey High School seniors will choose to attend the southern branch campus.

Table 19 shows the projected number of full-time students that would attend the proposed southern branch campus from the Fall 1991 through Fall 1998. These projections are based on the following assumptions:

1. The number of graduates from the three southern Ocean County high schools is consistent with the projections made in Table 9 on page 22.

Table 19

Projected Number of Full-time Students for the Proposed Southern Ocean County College Branch Campus 1991 through 1998

School	1991	1992	1993	1994	1995	1996	1997	1998
Lacey								
Est. Seniors[1]	265	272	271	325	290	336	321	361
X OCC CR[2]	.30	.30	.30	.30	.30	.30	.30	.30
	80	82	81	98	87	101	96	108
X SB CR[3]	.25	.27	.29	.31	.33	.33	.33	.33
	20	22	23	30	29	33	32	36
Pinelands								
Est. Seniors[1]	174	171	185	198	201	202	251	257
X OCC CR[2]	.10	.12	.14	.16	.18	.20	.20	.20
	17	21	26	32	36	40	50	51
X SB CR[3]	.80	.80	.80	.80	.80	.80	.80	.80
	14	17	21	26	29	32	40	41
Southern								
Est. Seniors[1]	411	450	470	495	509	575	571	597
X OCC CR[2]	.18	.19	.20	.20	.21	.21	.22	.22
	74	86	94	99	107	121	126	131
X SB CR[3]	.80	.80	.80	.80	.80	.80	.80	.80
	59	69	75	79	86	97	101	105
Est. FT New	93	108	119	135	144	162	173	182
Other FT New[4]	31	36	40	45	48	54	58	61
Est. FT Return	50	87	101	111	126	134	151	162
TOTAL FT	174	231	260	291	318	350	382	405

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[1] Est. number of seniors has been extracted from Appendices A - C

[2] OCC capture rates have been estimated based on actual capture rates as shown in Table 8, p.21, and the assumption that the establishment of the southern branch will increase the capture rates for Southern and Pinelands High Schools as shown above.

[3] Since the southern branch will not offer all degree programs and courses available at the Toms River campus, it is estimated that only a portion of the graduating seniors will attend the branch. The proportions are shown above. Due to the geographic location of Lacey Township, it is estimated that initially 25% of the Lacey students attending OCC will choose to attend the southern branch. This percentage is expected to grow to 33% by 1995.

[4] Other new students are those residents one or more years out of high school. This group is est. to be 25% of all new students.

[5] Est. at 50 in 1st year and then 70% of prior year's new students.

2. Approximately 30 percent of Lacey High School graduates will attend OCC full-time the following fall with 25 percent of this group enrolling at the proposed southern branch. Over a five year period the proportion of OCC students from Lacey attending the branch will grow to 33 percent.

3. The proportion of Southern Regional High School graduates attending OCC the following fall will gradually increase from 18 percent in 1991 to 22 percent in 1998, and 80 percent of those that attend OCC will enroll at the proposed southern branch.

4. The proportion of Pinelands Regional High graduates attending OCC the following fall will gradually increase from 10 percent in 1991 to 20 percent in 1998, and 80 percent of those that attend OCC will enroll at the proposed southern branch.

5. The number of returning students who attend the southern branch is estimated at 50 in 1991 and from 1992 through 1998 will equal 70% of the preceding year's new full-time student enrollment. This 70 percent ratio of new to returning is based on OCC's historical patterns of enrollment. Returning students are those students returning the following year, stopouts/readmits, and those changing from part-time to full-time status.

Based on the above assumptions, the full-time enrollment for the proposed branch campus is expected to be approximately 175 students in the first year of operation (1991) and grow to 400 by 1998.

Part-time Enrollment Projections

Although the part-time students attending Ocean County College come with varied backgrounds, a strong positive correlation exists between the population of Ocean County and the number of part-time students attending the college. Using five-year historical patterns of ratios between these two groups and multiplying the resulting average times estimates of future populations has been recognized as a valid method of projecting part-time student enrollment. This method has been used successfully for projecting future part-time students attending Ocean County College and, thus, has been employed to project the part-time enrollment at the proposed southern branch campus.

Projections of the part-time student enrollment for the proposed southern branch campus are made (see Table 20) using data from the Fall 1988 semester previously shown in Table 18, coupled with Ocean County population estimates provided by the Ocean County Planning Board (1988a), and the following assumptions:

1. The population for southern Ocean County will increase during the next decade as projected by the Ocean County Planning Board (1988a) and as previously shown in Table 2, p.10.

Table 20

Projected Number of Part-time Students for the Proposed Southern Ocean County College Branch Campus 1991 through 1998

AREA	1988	1991	1992	1993	1994	1995	1996	1997	1998
South of Lacey									
Population[1]	62873	70505	73410	76315	79220	82125	85030	87935	90840
X OCC CR[2]	.0046	.0048	.0050	.0052	.0054	.0056	.0058	.0060	.0062
	289	338	367	397	428	460	493	528	563
X SB CR[3]	-	.80	.81	.82	.83	.84	.85	.85	.85
Sub-total		270	297	326	355	387	419	449	479
Lacey Twp.									
Population[1]	20832	22750	23000	23250	23500	23750	24000	24250	24500
X OCC CR[2]	.0101	.0101	.0101	.0101	.0101	.0101	.0101	.0101	.0101
	210	229	232	234	237	239	242	244	247
X SB CR[4]	-	.25	.30	.35	.40	.45	.50	.50	.50
Sub-total		57	70	82	95	108	121	122	124
		327	367	408	450	495	540	571	603

[1] Population estimates based on data provided in the Ocean County Data Book, 1988 Edition, p.11.

[2] OCC capture rates were based on actual Fall 1988 data and the southern Ocean County population estimates. The capture rate for southern Ocean residents south of Lacey is estimated to increase from .0048 to .0062, whereas the capture rate for Lacey residents is estimated to remain the same as the Fall 1988 level.

[3] The proportion of southern Ocean residents south of Lacey Township who attend the proposed southern branch will gradually increase from 80 to 85%.

[4] The proportion of southern Ocean residents from Lacey Township who attend the proposed southern branch will increase from 25% in 1991 to 50% in 1998.

2. The creation of a southern branch campus will have a marked effect upon the propensity of southern Ocean County residents who live south of Lacey Township to enroll in college. In Fall 1988, 289 residents enrolled in OCC or .46% of the area's population. It is estimated that a larger percentage will enroll in the future, changing from .48% in 1991 when the branch is projected to open to .62% in 1998.

3. It is projected that initially 80% of the OCC part-time students who live south of Lacey Township will enroll at the proposed branch campus. This proportion will gradually increase to 85% by 1996.

4. Over the years, the college has been fairly successful in recruiting part-time students from Lacey Township. As shown in Table 20, the part-time student OCC capture rate of Lacey residents was 1.01%. This overall capture rate is not expected to change with the creation of the southern branch campus.

5. Due to the unique geographic location of Lacey Township, situated an approximate equidistance between the main Toms River campus and the proposed branch, part-time students from Lacey will choose which campus they attend based on course availability and travel time. Initially, it is projected that 25% of the part-time OCC students from Lacey will enroll at the southern branch. By 1996, it is estimated that 50% of this group of students will enroll at the southern branch.

Based on the above assumptions, the part-time enrollment for the proposed branch campus is expected to be approximately 325 students in the first year of operation (1991) and grow to 600 by 1998.

Full-time Equated (FTE) Enrollment Projections

For purposes of this report the full-time equated enrollment is defined to be the sum of all student credit hours in all sessions (summer, fall, spring) divided by 30. The college's FTE reporting is compiled on a fiscal year basis, i.e., July 1 through June 30.

The fall and spring semesters quite naturally are included in the same fiscal year. Although it will be possible to complete a degree program at the branch campus, it is estimated that the average full-time student will take approximately two courses at the Toms River campus before graduation due to unique scheduling problems and limited availability of upper level, highly selective courses. Based on the above assumption and the college's historical patterns of average student credit loads, the full-time students attending the branch campus will average the following course load during the fall and spring semesters.

- 10.5 classroom hours per week at the branch campus
- 3.0 laboratory hours per week at the branch campus
  (one lab. hour equals approximately 2/3 credit hour)
- 1.5 classroom hours per week at the Toms River campus
- 15.0 total contact hours per week equating to 14.0 credit hours

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The part-time students attending the branch campus will average the following course load during the fall and spring semesters.

- 4.0 classroom hours per week at the branch campus
- 1.0 laboratory hours per week at the branch campus (one lab. hour equals approximately 2/3 credit hour)
- 5.0 total contact hours per week equating to 4.7 credit hours

In comparison, full-time students during the Fall 1988 semester averaged 14.07 credits and the part-time students averaged 5.17 credits. In Spring 1989, full-time students averaged 14.39 credits and the part-time students averaged 5.14 credits. It is expected that the students who attend the branch campus will enroll for slightly fewer credits than those who attend the main campus.

The college's current practice of offering four different summer sessions places the first session in one fiscal year and the remaining three sessions in the following fiscal year. It is assumed that the branch campus summer sessions will follow a similar pattern as that offered at the main campus in Toms River.

Summer school enrollments for the branch campus will be heavily dependent upon the marketing techniques used. The summer resort nature of southern Ocean County provides hugh increases in population and, therefore, the potential exists for a successful summer program. However, for planning purposes, it is projected that the southern branch will open its first summer program in 1991 with a small number of course offerings in one July/August enrollment session. From 1992 forward, two sessions will be offered, a May/June session and a July/August session. It is estimated that 100 students will enroll in each session. The summer program is projected to show modest 6 percent increases in enrollment over the enrollment projection period of FY 92 through FY 99. The average credit load per student per session for the summer is estimated to be 3.7 credits which is consistent with the average summer credit loads at the main Toms River campus.

Table 21 shows the projected full-time equated student enrollment for the planning period of FY 92 through FY 99. Not included in the FTE projections are noncredit student FTE generated through offering Community Education courses. The projections show a first year FTE of 260 and growing to 537 FTE by FY 99.

Estimated Impact on Main Toms River Campus

With an estimated opening of Fall 1991 for the proposed southern branch campus, it can be expected that the main Toms River campus will experience enrollment losses in that year as some southern Ocean County residents choose to attend the branch campus. As explained in more detail in the paragraphs following Table 21, approximately 150 to 200 of the 500 students estimated to attend the branch campus in Fall 1991 would have chosen to attend the main campus in Toms River had the branch campus not been in operation. However, with the establishment of the southern branch campus, the total college enrollment should increase as a result of tapping into new student markets.

Table 21

Projected Number of Full-time Equated Students for the Proposed Southern Ocean County College Branch Campus Fiscal Years 1992 through 1999

	Fiscal Year (July 1 - June 30)							
Session	1992	1993	1994	1995	1996	1997	1998	1999
Summer (July/ Aug. session								
Headcount[1]	100	106	112	119	126	134	142	151
Avg. Cr.	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
Total Cr.	370	392	414	440	466	496	525	559
Fall Session								
FT headcount	174	231	260	291	318	350	382	405
FT Avg. Cr.	12.5	12.5	12.5	12.5	12.5	12.5	12.5	12.5
FT Total Cr.	2175	2888	3250	3638	3975	4375	4775	5063
PT headcount	327	367	408	450	495	540	571	603
PT Avg. Cr.	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
PT Total Cr.	1537	1725	1918	2115	2327	2538	2684	2834
Spr. Session								
FT headcount[2]	151	201	226	253	277	305	332	352
FT Avg. Cr.	12.5	12.5	12.5	12.5	12.5	12.5	12.5	12.5
FT Total Cr.	1888	2513	2825	3163	3463	3813	4150	4400
PT headcount[3]	311	349	388	428	470	513	542	573
PT Avg. Cr.	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
PT Total Cr.	1462	1640	1824	2012	2209	2411	2547	2693
Summer (May/ June session								
Headcount	100	106	112	119	126	134	142	151
Avg. Cr.	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
Total Cr.	370	392	414	440	466	496	525	559
TOTAL CREDITS	7802	9550	10645	11808	12906	14129	15206	16108
TOTAL FTE	260	318	355	394	430	471	507	537

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[1] Estimated summer enrollment will be 100 students per session averaging 3.7 credits per student in the first year and then the number of students increasing by 6 percent per year.

[2] Based on the Toms River campus retention rates and the number of new spring full-time students, a fall-to-spring ratio of 1:.87 is projected.

[3] Based on the Toms River campus retention rates and the number of new spring part-time students, a fall-to-spring ratio of 1:.95 is projected.

As previously discussed in the full-time and part-time enrollment projections, the college-going rates of students graduating from Southern Regional and Pinelands Regional high schools will increase as a direct result of having a college within close proximity. Also, some high school students who would normally choose to attend other southern New Jersey colleges, such as Stockton State and Glassboro State Colleges, will instead choose to pursue their college degrees at the branch campus. Finally, the presence of the southern branch campus will provide opportunities for the older part-time student whose current work and family responsibilities preclude extensive travel time to the Toms River campus.

Given the above considerations, it is estimated that of the approximate 175 full-time students projected to attend the branch campus in Fall 1991, between 100 and 125 of those would have attended the main Toms River campus. The number of part-time students who would be drawn away from the main Toms River campus is of a lesser magnitude because of the current presence of off-campus evening sites at Lacey, Southern Regional and Pinelands Regional High Schools. With the opening of the branch campus, these evening operations will be closed. It is estimated that of the approximate 325 part-time students projected to attend the branch campus, between 50 and 75 students would have attended the main Toms River campus.

In summary, approximately 150 to 200 southern Ocean County resident students will be drawn away from the Toms River campus to the branch campus when it first opens in Fall, 1991. The remaining 300 to 350 students will be drawn from current off-campus sites, from other southern New Jersey colleges (most notably Stockton State College), from increased college-going rates for southern Ocean County high schools, and from increased attendance by the part-time adult learner.

Academic Programs

As previously described in Chapter II, p.29, the college currently offers two Associate in Arts degree programs, six Associate in Science degree programs, and nine Associate in Applied Science degree programs. Appendix H lists the current degree programs, options, and concentrations offered by the college.

Based on the survey research completed in 1985 and 1988 and as summarized in Chapter IV, the college is proposing to make the following currently approved degree programs, concentrations and certificates available at the southern branch campus.

All degree/certificate requirements will be able to be met in these programs

- Basic Skills Curriculum - nondegree
- Business Administration - AS degree
- Business Administration - AAS degree
    - Banking-Finance concentration
    - Business Administration concentration
    - Marketing concentration

Criminal Justice - AS degree
General Education - AA degree
General Education - AS degree
Liberal Arts - AA degree
  Elementary Education concentration
  History concentration
  Political Science/Government concentration
  Psychology concentration
  Sociology concentration

Criminal Justice - certificate
Real Estate - certificate

Most degree/certificate requirements will be able to be met in these programs

Business Administration - AAS degree
  Accounting concentration
Community Services Technician - AS degree
Computer Science - AS degree
Computer Science - AAS degree
Liberal Arts - AA degree
  English concentration
  Mathematics concentration
  Teacher of Social Studies concentration
Nursing - AAS degree (first year only)

Accounting - certificate

As of the Fall 1988 semester approximately 85% of the college's degree-seeking or certificate students were enrolled in one of the above curricular areas. Therefore, by making these programs available at the proposed southern branch campus, very few southern Ocean County residents will have to travel to Toms River to enroll in their preferred degree program. Furthermore, the small number of students that would have to travel to Toms River for their desired major courses, e.g., Engineering (AS degree), could still take most of their general education course requirements at the southern branch campus. Appendix N includes the college's course outlines for each of the program areas listed above.

It is important to emphasize that the College has had long-term successful off-campus operations at Southern Regional and Lacey Township High Schools. In the Spring 1989 semester the College offered eleven courses at Southern Regional, four at Lacey, and two at Pinelands Regional High Schools. Appendix O, a listing of the courses, shows the diversity of the current southern Ocean County credit course offerings.

Staffing Needs and Services

While the staffing of the branch campus will change as the campus grows over time, the initial organizational structure will follow a model currently used by the Wirths Branch Campus of Upsala College. In this model, most positions have a dual reporting responsibility. For instance, the chief administrative official who is also the branch campus chief academic official reports to the college president for overall administrative matters and to the chief academic officer for all academic matters. A professional branch campus librarian reports to the branch campus chief administrative official for administrative matters and to the chief library officer on the main campus for professional library issues.

Administrative

Initially, two new administrative positions will be created. One position will be the chief southern branch campus administrative official who will make day-to-day decisions on all administrative issues as well as be the branch campus chief academic official. The second administrative official will be considered second in command and will take primary responsibility for the student services function.

Faculty

The hiring of faculty to teach at the proposed southern branch campus will be accomplished in accordance with established college personnel practices and in direct response to the proposed courses and programs. Additionally, the terms and conditions of employment will be governed by the current collective bargaining agreement with either the full-time faculty association or the adjunct faculty association, as appropriate.

It is anticipated that full-time and adjunct faculty currently teaching at the main campus in Toms River will volunteer to teach all or part of their teaching load at the branch campus once it becomes operational. In order to ascertain the availability of current faculty for teaching assignment at the branch campus, and also to demonstrate the quality of teaching faculty the branch campus would make available to students, a survey of all full-time and adjunct faculty was conducted in Winter 1989. A total of 14 full-time and 11 adjunct faculty expressed an interest in teaching at the branch campus. Additionally, one department head and one counselor expressed an interest in teaching. These professionals are highly qualified in their disciplines which span the range of degree programs and certificates proposed for the southern branch campus. The qualifications of those faculty and other professionals volunteering to teach at the branch campus have been included in Appendix P.

The assignment of teaching faculty to courses will be scheduled by department heads at the main Toms River campus. The evaluation of teaching faculty will be completed in accordance with approved college policy and the collective bargaining agreements. Ocean County College has a reputation as a quality teaching institution. The quality of instruction offered at the branch campus will be effectively the same as that offered in Toms River.

The teaching faculty will be encouraged to turn to the branch campus chief administrator for their day-to-day operational questions, concerns, and needs.

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Library

Book Catalog and Periodical Indexes

Students attending the southern branch campus will have full bibliographic access to the entire catalogued collection of the Ocean County Library. It is planned that the on-line public access catalog, currently being evaluated by OCC library personnel, will be ready when the southern branch campus is open in Fall 1991. This catalog, integrated with an on-line circulation system, will enable the library user to ascertain what is owned, where it is located (Toms River campus or southern branch), whether it is on the shelf, and if not, when it is due back.

It is planned that a daily mail delivery will be made between the two campuses. Library materials can be requested and will be delivered by the next working day.

Periodical indexes will also be available. Subject coverage of these indexes will depend on the curricula offered at the branch campus. Minimum coverage will include the Readers Guide to Periodical Literature, the Academic Index, the Book Review Digest, the Social Science Index, the Humanities Index, and the New York Times Index. Certain of these (Academic Index and the Readers Guide) will be in electronic form (CDROM), while others will be hard copy, dependent on cost, space and format availability factors. All indexes will cover the latest ten years.

Collection

The branch campus library collection will be comprised of books (reference and reserved reading), periodicals (both hard copies and microform), and non-print media.

The reference collection will consist of a core collection of approximately 2,000 volumes, including standard ready reference works (dictionaries, almanacs, and encyclopedias). Handbooks, directories, and titles supporting the curricula and courses planned for the branch will be available in a reserve reading room. Circulating volumes will be available on 24 hour delivery from the Toms River campus. In addition, the students will have available the state-wide interlibrary loan network, the OCLC ILL subsystem currently being installed at the Toms River campus, and access to the Stafford Township branch of the Ocean County Library.

A basic periodical collection of 100 titles will be available to support the curricula with a back-file going back five years. The back-file will most likely be on microfilm and will be accessible via two microfilm readers and one reader-printer. Students will have access to the complete periodical holdings of the college and will be able to receive photocopies of articles via telefax transmission. As with monographs, the inter-library network will be available to provide copies of articles the college does not own.

Non-print media to support courses at the branch campus will be available, and the necessary hardware will be provided: electronic data files and the appropriate personal computers; and video cassettes and the appropriate playback equipment.

Library Staff

Staffing is dependent upon the number of open hours for the library. Assuming the hours of operation are 8:00 a.m. to 10:00 p.m., the following staff will be required:

- one full-time professional librarian
- one part-time professional librarian, evening hours
- one full-time senior clerk
- one part-time evening clerk

Counseling and Other Student Services

Student services responsibilities will be administered by the second full-time administrative official who will report to the branch campus chief administrative official for day-to-day operational concerns and to the college's Dean of Students for professional concerns regarding the Division of Student Affairs. A full-time counselor and a part-time evening counselor will be employed to service the counseling needs of students. In addition, temporary part-time academic advisors may be required to accommodate peak student advising needs during pre-registration periods. On occasion, some students will be referred to professional staff at the Toms River campus or to appropriate County agencies for additional student service assistance.

The following describes the processes students attending the branch campus will use for counseling, admissions and registration, financial aid, student life, health service, and intercollegiate & intramural athletics.

Counseling Center

Three major counseling services (educational, career, and personal) will be provided to both full-time and part-time students who attend the southern branch campus. Transfer and placement counseling services will be available to the southern branch students; however, they must travel to the main campus in Toms River for appointments with the appropriate counseling professional staff member.

First, educational counseling and advisement will be provided at the branch campus to assist students in choosing academic degree programs and college courses and developing a specific schedule of classes during the registration process.

Second, career development assistance will also be available at the branch campus to assist students at various points with important career decision concerns. Students will have the opportunity to participate in a variety of exploratory and career counseling experiences to understand how educational goals relate ultimately to career choices and jobs. In addition, career information will be made available through a small counseling reference library as well as computer-assisted career exploration. Career testing opportunities will be available at the main campus in Toms River.

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Third, linked with the educational counseling process is the need for personal counseling. This service to be provided at the branch campus will help students with personal, social and crisis emotional concerns that can often interfere with effective living and learning. Students with many academic strengths and keen abilities may find their success suffering as a result of personal issues. A trained professional will be available to assist with problems such as relationship concerns, loneliness, anxiety, depression, drug and alcohol concerns, disabilities, to name just a few areas that may impede classroom success.

Admissions and Records

All admissions activities will still occur on the main campus although application forms and information regarding deadlines and processes will be available at the branch campus. Registration for courses at the southern campus will occur both at the main campus as well as at the branch campus itself through a unified computer network. Terminals at each site will provide current information, records and seat availability. It is anticipated that the support staff, plus administrative personnel, coupled with faculty advising and the counselor, will be capable of handling the initial registration needs for the branch campus. Registration will occur at designated times and if additional personnel are needed, such will be made available from the main campus.

Transcript evaluation and dispersal will be maintained on the main campus although students can request such services via appropriate forms at the branch site.

All permanent records of branch campus students will be maintained at the main campus. Such information, however, will be accessed through the aforementioned computer network via terminals at the branch site.

Financial Aid

The processing of all financial aid requests will continue to occur on the main campus. However, preliminary information, as well as applications and processing forms, will be available at the branch site. The administrative staff will be trained to assist students in completing the forms with the resources of the main campus being available by telephone. There may be occasions when representatives from the Financial Aid Office will be available at the branch site.

Student Life

A snack shop, dining, and vending area will be provided for the informal gathering of students in a relaxed format as they arrive for class or have time between classes. Additionally, as the name implies, vending food services will be available during all hours of operation. A quiet student lounge will be provided for students to study or meeting informally with other students and faculty.

A small Student Life Office will be provided where students can meet informally as they plan and develop student clubs unique to the branch campus. Branch campus students will be encouraged to involve themselves in other clubs, student activities, and the Student Government Association available at the Toms River campus. The cultural, social, and educational events and trips scheduled at the main campus will be available to the branch campus student. A professional staff member from the main campus will meet with branch campus student groups on a regularly scheduled basis.

Health Service

The services of a registered nurse will be available to all students and staff whenever classes are in session. First aid facilities will also be provided. Major emergency health problems will be handled by calling Stafford Township First Aid, and if necessary, transporting the patient to the nearby Southern Ocean County Hospital.

Intercollegiate and Intramural Sports

The college is a member of the National Junior College Athletic Association, Region XIX, which includes 25 junior and community colleges throughout eastern Pennsylvania, New Jersey, and Delaware. Branch campus students may participate in any of the 14 intercollegiate sports by traveling to the main campus in Toms River.

Intramural sports could be made available to students as determined by student need. The athletic fields of Southern Regional High School will be available on a scheduled basis for southern branch campus students.

College Bookstore and Staff

For the convenience of students and faculty, the southern branch campus will operate a college bookstore. The bookstore will be open for approximately two weeks before and two weeks after the first day of classes for the summer, fall, and spring sessions. The bookstore will only sell college textbooks, workbooks, laboratory supplies, and necessary paper, pen, and pencil supplies.

Part-time bookstore clerks and temporary security will be employed to accommodate the anticipated hours of operation.

Support Staff

The support staff required for the branch campus (exclusive of the library) will include clerical, maintenance, and security. In order to service the needs of two administrative staff members and the faculty the following support staff will be required:
- one administrative M/T supporting the two administrators
- 1.5 senior clerks supporting the faculty, counseling and community education offices
- 1.5 telephone operator/receptionists to handle all hours of operation and possibly Saturday morning hours
- one mail/delivery clerk

A general maintenance person will be required during all hours of operation. This will require one full-time and one part-time person. These individuals will perform general maintenance responsibilities as outlined by the branch campus administrator and the college's Director of Physical Plant. The facilities requirements as detailed in a later section of this Chapter recommend that the site surrounding the proposed structure be kept in the natural pine forest state. Given this concept, little grounds maintenance will be required. Maintenance of heating, ventilation, and air conditioning equipment, electrical motors and pumps will be handled by the college's physical plant maintenance staff as part of a regularly scheduled preventative maintenance schedule. Emergency maintenance problems will be handled by the on-site maintenance employee or by calling on the Toms River campus maintenance staff dependent upon the nature of the problem.

Custodial services will either be contracted to a private service, coordinated in a joint agreement with the Southern Regional Board of Education, or require the hiring of a day and an evening custodian.

Security services will also be contracted to a private service, coordinated in a joint agreement with the Southern Regional Board of Education, or require the hiring of three full-time security and three part-time weekend security officers to secure the facility 24 hours a day, seven days a week.

Facility Requirements

It has been recommended that a new facility be constructed on a site in close proximity to the existing Southern Regional High School located in Manahawkin, N.J. The facility should be constructed to accommodate 400 full-time and 600 part-time students enrolling in programs and courses as previously listed in the Academic Program section. Classroom, laboratories, office space, library space, indoor physical education space, student activity services and lounge space, student health services space, physical plant maintenance and storage space, and audio-visual, radio and TV storage space should be provided to accommodate students and staff.

Building Space Needs

New Jersey facility planning for public colleges and universities is guided by a facilities manual developed by the Department of Higher Education and approved by the Board of Higher Education. The name of this manual is Facilities Planning Standards and Approval Procedures for New Jersey Public Colleges and Universities (1978). This manual is currently under review for substantive changes. In early December 1988 a draft summary proposal was circulated to all public N.J. colleges and universities for comment. The southern branch campus planning has been completed using the guidelines contained in the revised draft.

Assumptions

1. The number of credit hours taken by full-time students in the evening will equal the number of credit hours taken by part-

time students in the day.

2. The facility should be built to accommodate 400 full-time and 600 part-time students. The total FTE on a semester basis is ((400 x 12.5) + (600 x 4.7))/15 = approximately 525.

3. Full-time students will average
   - 10.5 classroom hours per week at the branch campus
   - 3.0 laboratory hours per week at the branch campus (one lab. hour equals approximately 2/3 credit hour)
   - 1.5 classroom hours per week at the Toms River main campus
   - 15.0 total contact hours per week which equals 14 cred. hrs.

4. Part-time students will average
   - 4.0 classroom hours per week at the branch campus
   - 1.0 laboratory hours per week at the branch campus (one lab. hour equals approximately 2/3 credit hour)
   - 5.0 total contact hours per week which equals 4.7 cred. hrs.

5. Hours of operation will be from 8:00 a.m. to 10:00 p.m. Daytime hours will be 8:00 a.m. to 5:50 p.m. and evening hours will be 6:00 p.m. to 10:00 p.m. Daytime instructional scheduling would basically follow the same format of 50 minute periods on Monday, Wednesday and Friday, and 75 minute periods on Tuesday and Thursday that is used on the Toms River campus. Evening scheduling could follow the Toms River campus format of 75 minute periods on Monday and Wednesday or Tuesday and Thursday. Other alternatives are one night a week. If part-time evening enrollment grows beyond the capacity of the branch campus, off-campus sites at Lacey and Pinelands High Schools could be used. A Saturday morning program may be developed based upon research assessing the needs of students a few years after the campus has been in operation. A summer schedule similar to the main campus will also be offered.

Calculations for Classroom Space (full-time students)

1. Demand for classroom space is projected for 400 full-time students taking 10.5 classroom hours per week = 4200 hrs./wk.

2. Supply of classrooms (daytime hours, 8:00 am - 5:00 pm)
   - three 26 station rooms is 78 seats x .65 (seat utilization rate) = 51 x 30 (classroom utilization, 30 hrs. of 45) = 1530 hrs./wk.
   - four 35 station rooms is 140 seats x .65 (seat utilization rate) = 91 x 30 (classroom utilization, 30 hrs. of 45) = 2730 hrs./wk.

   Total classroom hours available per week = 4260 hrs./wk.

3. Based on the estimated student demand of 4,200 classroom hours per week, and the state standards for classroom utilization, it is proposed that three, 26 station classrooms of 525 NSF and four 35 station classrooms of 550 NSF be constructed.

Calculations for Classroom Space (part-time students)

1. Demand for classroom space is projected for 600 part-time students taking 4.0 classroom hours per week = 2400 hrs./wk.

2. Supply of classrooms (evening hours, 6:00 - 10:05 pm)
   - three 26 station rooms is 78 seats x .65 (seat utilization rate) = 51 x 18 (classroom utilization, 18 evening hours) = 918 hrs./wk.
   - four 35 station rooms = 140 seats x .65 (seat utilization rate) = 91 x 18 (classroom utilization, 18 evening hours) = 1638 hrs./wk.

   Total classroom hours available per week = 2556 hrs./wk.

3. The classroom space proposed for full-time students should accommodate the classroom space needs of the part-time evening students estimated at 2400 hours per week, provided the facility is operated a minimum of two 75 minute evening periods per day on a Monday/Wednesday and Tuesday/Thursday schedule.

Calculations for Laboratory Space

1. Laboratory space planning is based on combining two separate criteria pertaining to station size and utilization of facilities. Laboratory utilization rates are the same for each laboratory type, i.e., 20 hours/week with 75% station utilization. Station size allowances vary, however, according to the equipment and storage requirements of different laboratory types. In most cases, an average station size allowance is specified for a field of study, e.g., 60 NSF per station for biological sciences, although specific instructional activities may require more or less space. The Board of Higher Education strongly encourages that, wherever possible, laboratories be designed with the flexibility to accommodate several instructional fields without compromising the usefulness of the facility.

2. The state standard for a computer laboratory is an average of 35 NSF/station including service space. 35 x 24 = 840 NSF. One 800 NSF laboratory with a 100 NSF storage area and a 100 NSF control room are proposed.

3. The state standard for biological/physical sciences is an average of 60 NSF/station including service space. 60 x 24 = 1440 NSF. One 1000 NSF biology/physics laboratory is proposed with a 300 NSF storage room for biology supplies and a 300 NSF storage room for physics supplies.

4. The state standard for health services and paramedical technologies is an average of 45 NSF per station including service space. 20 x 45 = 900 NSF. One 800 NSF nursing/allied health laboratory and a 300 NSF preparation and storage room are proposed.

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Calculations for Office Space

1. 170 NSF per FTE non-student staff and faculty member requiring office space plus an additional 85 NSF for all other staff members, such as part-time, temporary or graduate student employees.
2. Approximately 20 employees requiring office space would be needed for the 1000 student campus which would be 20 x 170 = 3400 NSF according to state standards.
3. A total of 2,900 NSF of office space is proposed.

Calculations for Library Space

1. State standard of 8.25 NSF/FTE student & faculty for seating/study space
   - 400 x 12.5 = 5000 full-time credit hours
   - 600 x 4.8 = 2880 part-time credit hours
     7880 total credit hours per semester/15
     = 525 FTE
   - 525 x 8.25 = 4331 NSF of seating/study space authorized

2. State standard of .1 NSF per volume of stack space (this includes shelving and aisle circulation space)
   - The collection size is recommended at 2,000 reference volumes, 500 for a reserve reading room, plus 100 periodicals for a total collection of 2,600. This will require 2,600 x .1 = 260 NSF of stack space.

3. State standard of 25% of combined seating and stack space to accommodate staff/service space
   - (4331 + 260) x .25 = 1148 NSF of staff/service space is authorized.

4. Although under State DHE guidelines a total of 5,539 NSF of library space is authorized, it is proposed that the library space be configured within 1,650 NSF. This space should accommodate a small reference section of approximately 2,000 volumes, a small student reading area, circulation counter, and a reserve reading room. The reserve reading room will provide space for approximately 20 students and shelving for reserve books. The reserve books will be selected by faculty in accordance with the reading list for the courses offered at the branch campus.

Calculations for Indoor Physical Education Facilities

1. The state standard is 16,000 NSF for the first 1,000 headcount enrolled students plus 7 NSF per each additional headcount student beyond the initial 1,000.

2. It is proposed that minimal locker room space be provided to accommodate one HPE class at a time. The locker area should be divided into showers, drying area, and locker space. Facilities should be separate for both male and female students.

3. The estimated space required is 700 NSF.

Calculations for Assembly and Exhibition Facilities

Facilities of this type are not proposed for the southern branch campus.

Administrative Data Processing and Computer Facilities

No central data processing space will be required at the branch campus. Computer terminals will be required to link the branch campus with the mainframe computer located in Toms River for registration and other administrative functions. Additionally, personal computers located in individual offices will be required for secretaries, administrators and faculty.

Calculations for Student Activity Services and Lounges

1. State standard of 12 NSF per enrolled student
2. 12 NSF x 1000 = 12,000 NSF is authorized.
3. It is proposed that a total of 1500 NSF be allocated for a small dining and vending area. Additionally, one office for student activities at 150 NSF, 400 NSF for a student quiet lounge, and 650 NSF for bookstore storage, counter area and student service area. It may be best to consider locating the quiet lounge in close proximity to the small library area.

Calculations for Student Health Services

1. State standard is .25 NSF per FTE student.
2. .25 x 473 = 118 NSF is authorized.
3. It is proposed that 250 NSF of space be allocated for a student health office and treatment area. The need to accommodate severe student/staff health problems could be met through the use of First Aid Squads from Stafford Township and nearby Southern Ocean County Hospital.

Calculations for Physical Plant Maintenance and Storage Facilities

1. State standard is 35 NSF/1,000 GSF of building space maintained.
2. Assuming a 26,719 GSF structure, 26.719 x 35 = 935 NSF of physical plant maintenance space is authorized.
3. A 200 NSF area for general branch campus receiving area and a general maintenance storage area and shop of 250 NSF is proposed for a total of 450 NSF.

Calculations for Audio-visual, Radio, and Television Facilities

1. The state standard is 1.0 NSF per FTE student, with a basic

space of 5,000 NSF for all institutions. All colleges are authorized a minimum of 5,000 NSF with the amount of space above this level predicated on the student enrollment (FTE).

2. 1.0 x 525 = 525 NSF is authorized for the branch campus.

3. A 500 NSF area for media storage is proposed.

Based on the preceding calculations, the proposed recommended space for the southern branch campus facility planned to accommodate 400 full-time and 600 part-time students is summarized in Table 22.

Site Development Needs

There are two very important philosophical concepts that must undergird the development of the Southern Ocean County College Branch Campus. First, although physically removed from the main Toms River campus, students, faculty, and staff must be considered integral members of the Ocean County College family. Second, since the campus site will be located on land in close proximity to Southern Regional High School, it is important to convey the image that the southern branch campus is part of a college and not an extension of the local high school.

With these considerations in mind, it is proposed that a separate student/staff parking area of 500 spaces be provided and ingress and egress roads from the parking area to the proposed extension of Cedar Bridge Road. The parking area and roads must be lighted.

Site development should be kept in the natural state in order to keep down maintenance costs. The natural pines will provide a beautiful college setting without the high maintenance costs of large grass areas. Lighted walkways for a short distance from the parking area to the single structure are proposed.

In order to convey the image of Ocean County College, it is proposed that a small replica of the college sign be created at the main entrance to the branch campus. Landscaping should complement the natural pinelands area and be of the low maintenance type.

Table 22

Proposed Space Recommendations for the Southern Branch Campus of Ocean County College

SPACE TYPE	NASF	NOTES
CLASSROOM		
26-stations, 3 @ 420	1,260	
35-stations, 4 @ 560	2,240	
TOTAL CLASSROOM	3,500	
INSTRUCTIONAL CLASS LABORATORIES		
General purpose computer laboratory	800	Microcomputer lab. with 30 stations
Science laboratory for both physical and biological sciences	1,000	24 stations
Nursing/Allied Health laboratory	800	
Human performance lab. for HPE	800	
Computer lab. storage	100	
Computer lab. control room	100	
Physical science prep. and storage	300	
Biological science prep. and storage	300	
Nursing laboratory prep. and storage	300	
Human performance lab. storage	200	
TOTAL LABORATORY	4,700	
OFFICE FACILITIES		
Campus Administrator	225	
Assistant Campus Administrator	175	
Counseling Office	150	
Faculty office space for 8 faculty	800	Open area with faculty carrels
Community Education administrator	150	
Work room-xerox, central duplicating	250	
Clerical/reception area	600	3 secy. stations and waiting area
Office supply storage room	100	
Kitchen area and storage	150	
Conference Room	300	
TOTAL OFFICE	2,900	
LIBRARY SPACE		
Open stack reading/study area (Area for student study, reserve reading room, reference stack area, and circulation counter)	1650	
TOTAL LIBRARY	1,650	

Table 22 - continued

Proposed Space Recommendations for the Southern Branch Campus of Ocean County College

SPACE TYPE	NASF	NOTES
INDOOR PHYSICAL EDUCATION SPACE		
Men's shower & drying areas	150	
Women's shower & drying areas	150	
Men's locker room	200	Space for 15
Women's locker room	200	Space for 15
TOTAL INDOOR PE FACILITIES	700	
STUDENT ACTIVITY SERVICES & LOUNGES		
Bookstore storage, counter area, and student service area	650	
Student Activity Office	150	
Student quiet lounge	400	
Snack shop, dining, vending area	1,500	
TOTAL STUDENT SERVICES	2,700	
STUDENT HEATH SERVICES		
Health Office and Treatment Area	250	
TOTAL STUDENT HEALTH SERVICES	250	
PHYSICAL PLANT MAINTENANCE & STORAGE		
General Receiving area	200	
General maintenance storage and shop	250	
TOTAL PHYSICAL PLANT SERVICES	450	
AUDIO-VISUAL, RADIO AND TV FACILITIES		
Media equipment storage room	500	
TOTAL MEDIA EQUIPMENT	500	
GRAND TOTAL BRANCH CAMPUS	17,350	

Projected Costs

Capital Construction Costs

Based on construction start date of May, 1990 with completion by April, 1991.

a. Site Acquisition		$300,000
b. Site Development		
1. site development (10% of construction cost)	$333,988	
2. 1,000 ft. of 30 ft. wide road	57,000	
3. road lighting	15,000	
4. parking areas for students faculty and staff 500 spaces @ 375 sf = 187,500 sf x $2.20	412,500	
5. parking area lighting	30,000	$848,488
c. Construction Cost (Building and Fixed Equipment) 17,350 NSF x 1.54 = 26,719 GSF x $125.00		$3,339,875
d. Fixed or Specialty Equipment		0
e. Design Contingency		0
f. Total Construction Cost (a+b+c+d+e)		$4,488,363
g. Total Construction Cost Per Gross Square Foot $3,673,863[1]/26,719 GSF	$138	
h. Construction Contingency (8% of line f[2])		$335,069
i. Professional Consultant Fees (Architect/Engineer) 6% of total construction cost[2]		$251,302
j. Movable Equipment and Furnishings 10% of construction cost[2]		$418,836
k. Other Costs		
1. Legal, survey, interior design, testing, fine art - 1% of construction cost	$44,884	
2. Construction Supt. 1 yr @ $35,000 + fringes	44,800	
3. Travel, phone & misc. supplies	2,200	
4. Affirmative action costs - .5% of project cost	28,068	
		$119,952
l. Project Contingency		$0
m. Total Project Cost (a+b+c+d+e+h+i+j+k+l)		$5,613,522
n. Total Project Cost Per Gross Square Foot $5,313,522[2]/26,334	$202	
o. Estimated increases due to inflation - .5% per month increase from 4/1/89 - 11/1/90 (midpoint of construction period), 20 months @ .5% = 10%[3]		531,352
p. TOTAL PROJECT COST PLUS INFLATION		$6,144,874
	SAY	$6,200,000

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[1] Exclusive of site acquisition cost and site development costs for roads and parking areas.

[2] Exclusive of $300,000 site acquisition cost.

[3] Inflation factor excludes consideration of site acquisition cost.

First Year Operational Costs

Two different approaches can be taken to estimate the first year operational costs for the proposed southern branch campus. The first approach would be to take the estimated cost per full-time equated (FTE) student for the entire college and then multiply this amount times the proposed FTE for the branch campus. Adjustments for inflation then must be applied. A second approach would be to build an estimated budget from the ground up by projecting personnel needs and attendant salaries, operational budgets, educational supplies, and physical plant operational expenditures. Additionally, adjustments for inflation must be applied. Both approaches have been estimated in this section.

The college's proposed educational and general budget for FY 1990 is $17,245,749 supporting a total State fundable FTE of 3,858 students. This equates to an expenditure of $4,470 per FTE student. Using an inflation factor of 7.5 percent per year compounded, the average cost per student in FY 1992 (the projected first year of branch campus operation) would be $5166. Applying the $5166 times the estimated 260 FTE yields an estimated first year operational budget of $1,343,160.

The second approach of building a budget from the ground up plus using the same inflation factor of 7.5 percent per year compounded yields a total first year FY 92 operational budget of $1,338,907. Table 23 shows a breakdown of estimated expenditures by major category.

Table 23

Southern Branch Campus of Ocean County College
Estimated First Year (FY 1992) Operational Budget

EXPENDITURE CATEGORY	FTE	BUDGET AMOUNT (FY 90 DOLLARS)
Professional Staff		
Administration	2.0	$ 90,000
Counselors	1.5	33,000
Librarians	1.5	33,000
Faculty (based on 260 FTE students and a 22:1 student/faculty ratio)	12.0	264,000
Branch campus nurse	1.5	31,500
Community Education M/T	.5	10,500
Support Staff		
Administrative M/T	1.0	21,000
Senior Clerks (faculty, counseling, Comm. Ed.)	1.5	21,000
Senior Clerks (library)	1.5	21,000
Receptionist/telephone operators	1.5	21,000
Bookstore support staff	1.0	14,000
Custodians	2.0	28,000
Security	4.5	63,000
Maintenance (HVAC) M/T	1.5	22,500
Mailroom/delievery clerk	1.0	12,000
Sub-total		$ 685,500
Fringe benefits (28% of salaries)		191,940
Utilities		
Electric ($.30/sq. ft.[1] x 12 months)		79,200
Natural gas ($.29/sq. ft.[1] x 12 months)		76,560
Water service		6,000
Sewers ($150.00 per month x 12 months)		1,800
Telephone incl. data connection to main campus ($800/month x 12 months)		9,600
Insurance		3,000
Supplies		
Educational		75,000
Physical plant maintenance & custodial		20,000
Operational - administrative		10,000
Total Budget		$1,158,600
Two years of 7.5% inflation compounded		180,307
FY 92 ESTIMATED BUDGET		$1,338,907

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[1] Based on 22,000 NSF of assignable, custodial, mechanical, and circulation space.

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APPENDIX A

Lacey Township Public School Enrollment Projections
1989 through 1998

Grade	Ratio[1]	Actual 1988	Projected Enrollment 1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
K		281	305 (est.)									
1	1.157	285	325	353								
2	.990	278	282	322	349							
3	1.047	258	292	295	337	365						
4	1.041	282	269	304	307	351	380					
5	1.055	258	298	284	321	324	370	401				
6	1.032	297	266	308	293	331	334	382	414			
7	.965	239	287	257	297	283	319	322	369	400		
8	1.042	250	249	299	268	310	295	332	336	385	469	
9	1.172	286	293	292	350	314	363	346	389	394	451	458
10	.976	288	279	286	285	342	306	354	338	380	385	440
11	.978	276	282	273	280	279	335	299	346	331	372	377
12	.970	285	268	274	265	272	271	325	290	336	321	361

Source: NJ Department of Education, Sept. 30th - Pupils on Roll-Reports 1988.

[1] Transition ratios calculated by averaging last five years, 1983-1988.

APPENDIX B

Pinelands Regional Public School Enrollment Projections
1989 through 1998

Grade	Ratio[1]	Actual 1988[2]	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
			Projected Enrollment									
Pinelands Regional Sending Districts' Enrollment, K-6												
K		247	255 (est.)									
1	1.026	243	253	262								
2	.954	240	232	241	250							
3	1.064	248	255	247	256	266						
4	1.041	210	258	266	257	266	277					
5	1.005	209	211	259	267	258	267	278				
6	1.002	207	209	211	260	268	259	268	279			
Pinelands Regional District Enrollment												
7	1.130	217	234	236	238	294	303	293	303	315		
8	1.010	203	219	236	238	240	297	306	296	306	318	
9	1.078	222	219	236	254	257	259	320	330	319	330	343
10	.868	189	193	190	205	220	223	225	278	286	277	286
11	.934	190	177	180	177	192	205	208	210	260	267	259
12	.964	195	183	171	174	171	185	198	201	202	251	257

Source: NJ Department of Education, Sept. 30th - Pupils on Roll-Reports 1988.

[1] Transition ratios calculated by averaging last five years, 1983-1988.

[2] Grades K-6 include pupils from the four districts sending students to Pinelands. These districts are Bass River, Eagleswood, Little Egg Harbor, and Tuckerton.

APPENDIX C

Southern Regional Public School Enrollment Projections
1989 through 1998

Grade	Ratio[1]	Actual 1988[2]	Projected Enrollment 1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
Southern Regional Sending Districts' Enrollment, Grades K-6												
K		452	500 (est.)									
1	1.101	523	498	551								
2	.978	466	511	487	539							
3	1.013	453	472	518	493	546						
4	1.054	481	477	498	546	520	575					
5	1.007	427	484	480	501	550	524	579				
6	1.046	436	447	506	502	524	575	548	606			
Southern Regional and Barnegat Township, Grades 7 & 8												
7	1.131	467	493	506	572	568	593	650	620	685		
8	1.021	457	477	503	517	584	580	605	664	633	699	
Southern Regional District Enrollment, Grades 9-12												
9	1.107	462	506	528	557	572	646	642	670	735	701	774
10	.956	459	442	484	505	532	547	618	614	641	703	670
11	.934	425	429	413	452	472	497	511	577	573	599	657
12	.996	447	423	427	411	450	470	495	509	575	571	597

Source: NJ Department of Education, Sept. 30th - Pupils on Roll-Reports 1988.

[1] Transition ratios calculated by using the highest grade level ratio over 1983-1988. These highest grade-to-grade ratios are used because of the unique home construction possibilities for Southern Regional sending districts. Some of this information is explained in more detail in Appendix D.

[2] Grades K-6 include pupils from the four districts sending students to Southern. These districts are Barnegat, Long Beach Island, Ocean Township, and Stafford Township. Barnegat Township 7th & 8th not included in above data.

SOUTHERN REGIONAL
HIGH SCHOOL DISTRICT OF OCEAN COUNTY

75 CEDAR BRIDGE ROAD
MANAHAWKIN, NEW JERSEY 08050
609-597-9481

"COMMITTED TO EXCELLENCE"

JUDITH A. WILSON
Asst. Superintendent

ROBERT J. DARIA, Ph.D.
Superintendent

JAMES A. MORAN
Secretary of the Bd. Of Ed.

February 6, 1989

Mr. Richard Parrish
Director of Institutional Research
Ocean County College
College Drive
Toms River, New Jersey 08753

Dear Mr. Parrish:

The following information is being used to calculate our growth:

1. It is estimated that 6,600 additional units may be built in Stafford Township alone.

2. At least 57 per cent of these will be year round and 7 per cent will be rental. Therefore, we can assume that approximately 60 per cent of any housing units will be of a family nature.

3. Historically, Stafford adds 150-250 units per year. If 60 per cent of 225 units are family units, we will experience 135 family houses per year.

4. If we make the assumption that there will be one and a half students in each of these units, we will see about 200 new students in Stafford Township each year. Estimating that our high school population is about half, we will gain about 100 pupils per year.

5. In five years then, our high school population should increase by at least 500 students, swelling our graduating class well beyond 500 students.

6. A "wild card" factor is Ocean Acres, which is about to be sewered. If this occurs within the year, this growth would be accelerated.

BOARD OF EDUCATION
Mr. Louis Novotny - *President*, Mrs. Carol Robinson - *Vice - President*, Mrs. Suzanne Babcock, Mr. James Blomquist, Mrs. Patricia Dennis, Mr. Preston Godschall, Mrs. Vivian Hargrove, Mr. Timothy Hart, Mr. George Kasunich

7. Antoher "wild card" is Barnegat and its population. They, too, are experiencing growth. Currently, the size of the ninth grade which they send us is 270. If we assume modest growth in their population of thirty per class, we will see a graduating class approaching 600 students in the not too distant future. The issue of Barnegat's withdrawal appears moot at this point, but even if this were to occur, the graduating population in close proximity remains intact.

8. Both Pinelands and Lacey are in the throes of growth which would also contribute to the OCC pool of students, as Southern is the geographical hub of this area. I also think it safe to assume that the participation from Pinelands would increase dramatically, as they are the most geographically remote from the existing Toms River campus.

9. The first phase of our buidling program is being designed for an increase of 1,000 - 1,500 students. Based upon existing data, it would not be unrealistic to see almost a doubling of our student population (from 2,500 - 4,500) within the decade.

10. This is substantiated by the Stafford "build out" figure alone. If ultimately 6,600 more units are built, and 60 per cent of these are family, with only one student per household, we will increase by almost 2,000 students.

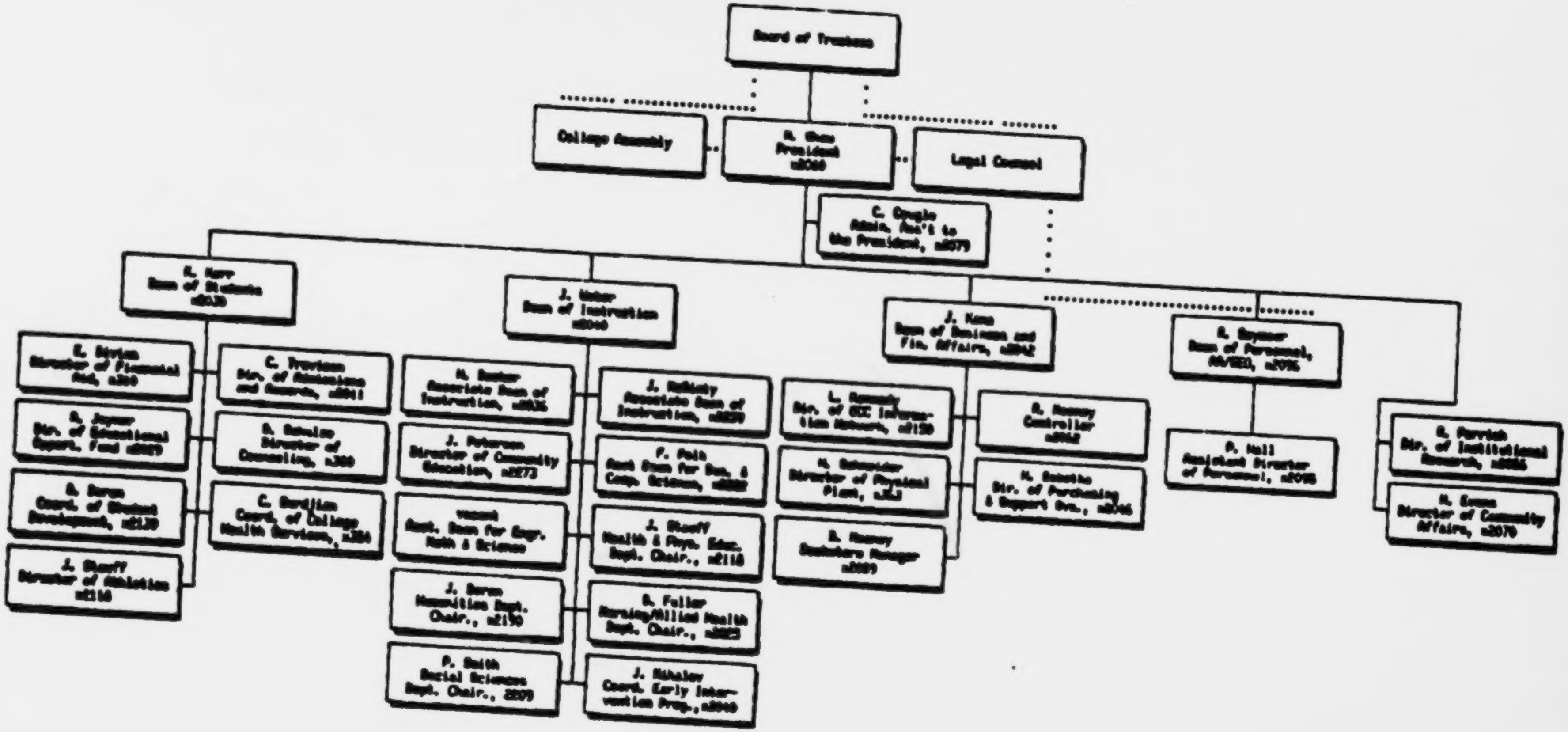
Sincerely,

Robert J. Daria, Ph.D.
Superintendent

/b

EFFECTIVE 1/23/89

OCEAN COUNTY COLLEGE
TABLE OF ORGANIZATION


Board of Trustees
College Assembly
M. Shaw President x2000
Legal Counsel
C. Cougle Admin. Ass't to the President, x2079
R. Kerr Dean of Students x2030
J. Weber Dean of Instruction x2040
J. Kane Dean of Business and Fin. Affairs, x2042
R. Seymour Dean of Personnel, AA/EEO, x2095
E. Devlin Director of Financial Aid, x300
C. Trevison Dir. of Admissions and Records, x2011
S. Joyner Dir. of Educational Opport. Fund x2029
A. Robalino Director of Counseling, x300
A. Burgo Coord. of Student Development, x2120
C. Gordijan Coord. of College Health Services, x284
J. Skeoff Director of Athletics x2118
H. Becker Associate Dean of Instruction, x2036
J. McKinty Associate Dean of Instruction, x2029
J. Peterson Director of Community Education, x2273
F. Polk Asst Dean for Bus. & Comp. Science, x2082
VACANT Asst. Dean for Engr. Math & Science
J. Skeoff Health & Phys. Educ. Dept. Chair., x2118
J. Doran Humanities Dept. Chair., x2150
B. Fuller Nursing/Allied Health Dept. Chair., x2025
P. Smith Social Sciences Dept. Chair., 2209
J. Mihalow Coord. Early Intervention Prog., x2040
L. Kennedy Dir. of OCC Information Network, x2150
M. Schneider Director of Physical Plant, x3
B. Massey Bookstore Manager x2089
R. Massey Controller x2042
M. Bobotka Dir. of Purchasing & Support Svc., x2046
P. Hall Assistant Director of Personnel, x2095
B. Parrish Dir. of Institutional Research, x2086
H. Evans Director of Community Affairs, x2070

.... Advisory relationship
College Assembly, advisory to President and only on 2/3 vote override of Presidential veto to Board of Trustees

BEST COPY AVAILABLE

APPENDIX F

Frequency Distribution of Full-time and Part-time Faculty by Department (Fall Terms as of the 10th Day of Classes)[1]

DEPARTMENT	1984		1985		1986		1987		1988	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Business[2] and Computer Science[3]	13	53	13	43	11	53	12	55	13	51
Engineering[4]	-	-	-	-	5	4	5	5	5	6
Health & Phys. Educ.	6	2	6	1	6	1	6	1	6	1
Humanities	26	38	27	36	27	42	27	41	30	46
Mathematics[5]	15	10	15	7	9	5	9	5	9	6
Nursing & Allied Health	11	6	12	4	13	4	13	5	13	5
Science	6	8	6	5	6	4	6	6	7	8
Social Science	17	31	18	30	17	28	17	32	17	38
TOTALS	94	148	97	126	94	141	95	155	100	161

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[1] These data exclude dept. chairpersons, counselors and librarians

[2] The Business Department was joined with Computer Science from 1969 through 1974 and reunited beginning in 1982.

[3] The Computer Science Department began in 1968 as the Data Processing Department. In 1970, it merged with the Business. In 1975, Computer Science merged with Engineering and in 1977, both Computer Science and Engineering merged with the Math Department under the leadership of one chairperson. In 1982 the Computer Science faculty were reunited with the Business Department.

[4] During the first four years of the college, two separate Engineering Departments existed (civil and electrical). These departments were merged under the leadership of one chairperson in 1970. During FY 75 and 76, Computer Science was joined with Engineering & from 1977 to 1981 Engineering, Computer Science and Mathematics were merged under the leadership of one chairman. In 1986, a separate Engineering Department was created.

[5] The Math Department was established in 1966. From 1977 through 1981, Engineering and Computer Science faculty were joined with Math faculty as one department. From 1986 through the present, the Math Department existed with solely math faculty.

APPENDIX G

Frequency Distribution of Full-time and Part-time Employees by Primary Occupational Activity Category and by Gender[1]

PRIMARY OCCUPATIONAL CATEGORY	1984		1985		1986		1987		1988	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Executive, Admin. & Managerial										
Male	35	1	33	2	34	1	33	0	35	1
Female	17	2	16	4	16	2	15	2	16	1
Sub-total	52	3	49	6	50	3	48	2	51	2
Faculty										
Male	54	112	55	94	51	103	52	100	56	105
Female	40	36	42	32	43	38	43	40	44	56
Sub-total	94	148	97	126	94	141	95	140	100	161
Professional Non-Faculty										
Male	3	2	4	0	4	3	5	3	6	5
Female	3	0	3	4	6	2	5	1	9	4
Sub-total	2		7	4	10	5	10	4	15	9
Technical & Paraprofessionals										
Male	16	1	14	1	12	1	13	1	11	1
Female	21	11	22	10	23	15	23	6	24	8
Sub-total	37	12	36	11	35	16	36	7	35	9
Clerical and Secretarial										
Male	2	2	3	7	4	4	5	2	7	4
Female	13		66	16	64	19	65	20	52	23
Sub-total	7	15	69	23	68	23	70	22	59	27
Skilled Crafts										
Male	6	0	5	0	6	-	8	0	7	0
Female	0	0	1	0	0	-	0	0	0	0
Sub-total	6	0	6	0	6	-	8	0	7	0
Service/Maintenance										
Male	20	0	21	3	23	5	15	5	24	6
Female	8	0	9	0	8	0	7	0	6	0
Sub-total	28	0	30	3	31	5	22	5	30	6
Sub-totals										
Male	136	118	135	107	134	117	131	111	146	122
Female	154	62	159	56	160	76	158	69	151	92
GRAND TOTAL	290	178	294	163	294	193	287	180	297	214

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[1] These data were extracted from the N.J. Integrated Postsecondary Education Data System form titled, "Full-time Faculty Profile and Number of Employees", and are included for even years. The data for the odd years were taken from the Federal Higher Education Staff Information Survey, Form # EEO-6.

APPENDIX H

Ocean County College Degree Programs and Options

NAME OF PROGRAM (options)	OCC CODE	IPEDS CODE
ASSOCIATE IN ARTS (AA)		
GENERAL EDUCATION	25	240102
LIBERAL ARTS		
Elementary Education	35	131202
English	36	230101
Fine Arts	37	500701
General	38	240101
History	39	450801
Honors	40	240101
Mathematics	41	270101
Music Education	42	131312
Political Science/Government	47	451001
Psychology	48	420101
Science (Biology, Chemistry, Physics Pre-Environmental Science and Forestry)	43	300101
Sociology	44	451101
Speech and Theatre	45	500501
Teacher of Social Studies	49	131205
ASSOCIATE IN SCIENCE (AS)		
BUSINESS ADMINISTRATION	55	060401
COMMUNITY SERVICES TECHNICIAN	53	440701
Gerontology Concentration	52	190705
COMPUTER SCIENCE	56	110101
CRIMINAL JUSTICE	50	430105
ENGINEERING	57	140101
GENERAL EDUCATION	54	240102
ASSOCIATE IN APPLIED SCIENCE (AAS)		
BUSINESS		
Accounting	66	060201
Banking-Finance	69	070201
Business Administration	65	060101
Marketing	68	080799
Office Systems Technology (Executive Secretary, Word Processing)	67	070601
CIVIL ENGINEERING TECHNOLOGY		
Building Construction Technology (Career)	77	150201
Building Construction Technology (Transfer)	76	150201
COMPUTER SCIENCE	70	110201
ELECTRONIC ENGINEERING TECHNOLOGY	80	150303
FIRE SCIENCE	75	430201
MEDICAL LABORATORY TECHNICIAN	94	170309
NURSING	95	181101
PRINT AND BROADCAST JOURNALISM	73	090401
VISUAL COMMUNICATIONS TECHNOLOGY	72	500801
Photography Option		500605

APPENDIX I

OCEAN COUNTY COLLEGE

BRANCH CAMPUS
STUDENT INTEREST
SURVEY

Dear Student:

Ocean County College is considering the establishment of a branch campus in the Manahawkin area of southern Ocean County. If the need is documented, the branch campus would be designed to offer a limited number of degree programs, possibly some certificate programs, a variety of credit courses and noncredit Community Education courses.

You can assist us document the potential student demand for a branch campus by taking a few minutes to complete this survey, regardless of your intentions to attend Ocean County College, attend some other college, or attend college at all.

Thank you for your cooperation,

Dr. Milton Shaw
President

DIRECTIONS: Please circle the appropriate response for each question or complete as indicated.

1. Which high school are you presently attending?

(1) Lacey Township (2) Pinelands Regional (3) Southern Regional

2. Are you a junior or senior?

(1) Junior (2) Senior

3. Do you plan to go to college after graduating from high school?

(1) Definitely yes (3) Probably no
(2) Probably yes (4) Definitely no

4. Do you think you may attend Ocean County College?

(1) Definitely yes (3) Probably no
(2) Probably yes (4) Definitely no

5. If a branch campus of Ocean County College were established in the Manahawkin area, would you consider attending the college at this new site?

(1) Definitely yes (3) Probably no
(2) Probably yes (4) Definitely no

(over please)

6. Regardless of how you answered the previous questions, do you feel there should be a branch campus of Ocean County College established in the Manahawkin area of southern Ocean County?

   (1) Definitely yes (3) Probably no
   (2) Probably yes (4) Definitely no

7. If your response to question 5 concerning enrolling in the proposed southern Ocean County College branch campus was "definitely yes" or "probably yes", please answer this question, otherwise skip to question 8.

   (a) What type of program or course would you like to see offered at the proposed branch campus?

   (b) What time of the day would you prefer to attend classes at the proposed branch campus?

      1) Morning (8:00 a.m. to 12:00 noon)

      2) Afternoon (12:00 noon to 6:00 p.m.)

      3) Evening (6:00 p.m. to 10:00 p.m.)

8. Please offer us any comments or suggestions concerning the proposed branch campus. Also, feel free to comment about Ocean County College in general.

APPENDIX J

OCEAN COUNTY COLLEGE

SOUTHERN OCEAN COUNTY BRANCH CAMPUS EMPLOYER NEEDS SURVEY

Company Name & Address ______________________________
____
____

Date: ____________________
Name of individual completing survey:
____

1. What is your organization's total number of employees?

   Full-time __________ Part-time __________

2. Of this total, approximately how many positions require specialized or practical training which might be acquired in a community college? ______________

3. Thinking ahead for the next two years, approximately how many job openings do you anticipate having? Remember to include estimated turnover and company expansion in your estimates.

	Estimated # of New Employees			
	1989		1990	
Position Type	P/T	F/T	P/T	F/T
____________________	___	___	___	___
____________________	___	___	___	___
____________________	___	___	___	___

4. How many persons already employed in your organization could improve their job-related skills by taking college courses on a part-time basis?

   Estimated # of employees ______________

5. Do you have any special problems in obtaining qualified personnel?

   Yes ______ No ______

   If yes, please explain:

(over please)

6. Do you feel there should be a branch campus of Ocean County College established in or near the Manahawkin area within the next several years?

(1)	Definitely yes	(3)	Probably no
(2)	Probably yes	(4)	Definitely no

7. If you answered definitely yes or probably yes to question 6, please answer (a) and (b), otherwise skip to question 8.

   (a) What programs or courses would you consider desirable for the proposed branch campus?

   (b) What time of day would you think your employees would attend classes at the proposed branch campus?

      (1) Morning (8:00 a.m. to 12:00 noon)

      (2) Afternoon (12:00 noon to 6:00 p.m.)

      (3) Evening (6:00 p.m. to 10:00 p.m.)

8. Please offer us any comments or suggestions concerning the proposed branch campus. Also, feel free to comment about Ocean County College in general.

If you endorse the concept of the college developing a branch campus in southern Ocean County, you can assist us by developing a brief supporting letter and enclosing it with this survey in the attached envelope.

THANK YOU!

APPENDIX K

Structured Telephone Interviewer Schedule
Respondent Answer Sheet

Interviewer Name:____________________ Date:______________ Respondent's Tel. No. ______________

1. THANK YOU FOR AGREEING TO PARTICIPATE IN THIS SURVEY.

   THE FIRST QUESTIONS IS:

   HAVE YOU EVER HEARD OF OCEAN COUNTY COLLEGE? 1. Yes 2. No

   > If yes, continue with question 2.
   > If no, skip to question 4.

2. HAVE YOU EVER ENROLLED IN AN OCC COURSE? 1. Yes 2. No

3. HAVE YOU EVER BEEN TO OUR FINE ARTS CENTER OR PLANETARIUM? 1. Yes 2. No

   FOR THE NEXT FEW QUESTIONS, PLEASE ANSWER EITHER

   1. Definitely yes 3. Probably no
   2. Probably yes 4. Definitely no

4. DO YOU THINK YOU MAY ENROLL IN AN OCEAN COUNTY COLLEGE COURSE?

   1. Definitely yes 3. Probably no
   2. Probably yes 4. Definitely no

5. IF A BRANCH CAMPUS OF OCEAN COUNTY COLLEGE WERE ESTABLISHED IN OR NEAR THE MANAHAWKIN AREA, WOULD YOU CONSIDER ATTENDING THE COLLEGE AT THIS NEW SITE?

   1. Definitely yes 3. Probably no
   2. Probably yes 4. Definitely no

   > If the respondent answered, "definitely yes", or " probably yes", please continue with question 6, otherwise skip to question 8.

6. WHAT TYPE OF PROGRAM OR COURSE WOULD YOU LIKE TO HAVE AT THE PROPOSED BRANCH CAMPUS? Record Response: ________________________

   ____

   ____

7. WHAT TIME OF DAY WOULD YOU PREFER TO ATTEND CLASSES AT THE PROPOSED BRANCH CAMPUS?

   1. Morning (8:00 a.m. - 12 noon)
   2. Afternoon (12 noon - 6 p.m.)
   3. Evening (6:00 p.m. - 10:00 p.m.)

APPENDIX K - CONTINUED

8. REGARDLESS OF HOW YOU ANSWERED THE PREVIOUS QUESTIONS, DO YOU FEEL THERE SHOULD BE A BRANCH CAMPUS OF OCEAN COUNTY COLLEGE ESTABLISHED IN SOUTHERN OCEAN COUNTY WITHIN THE NEXT ONE OR TWO YEARS?

1. Definitely yes	3. Probably no
2. Probably yes	4. Definitely no

9. IF YOU HAVE ANY QUESTIONS OR CONCERNS ABOUT OCEAN COUNTY COLLEGE, OR WOULD LIKE TO KNOW MORE ABOUT OUR PROGRAMS OR COURSES, PLEASE FEEL FREE TO CALL US. OUR TOLL FREE TELEPHONE NUMBER FOR SOUTHERN OCEAN COUNTY RESIDENTS IS (609) 693-5052.

THANK YOU FOR ANSWERING OUR QUESTIONS AND HAVE A PLEASANT EVENING.

APPENDIX L

SELECTED TYPICAL BUSINESS FIRM COMMENTS OR SUGGESTIONS CONCERNING THE PROPOSED BRANCH CAMPUS

1. I think a branch of Ocean County College would be very beneficial to our community, not just to train students for the job force, but for continuing education for those that desire it. Ocean County College has been an asset to the County and we in Southern Ocean County hope they will decide to have a branch in our area.
2. A southern branch of OCC would be a realistic awareness of the growth taking place in this region. This growth should be accompanied by an extension of a higher learning education center.
3. As a graduate of OCC, I feel it would be an important addition to the community. Toms River is quite a distance away, making it quite difficult for a lot of people to attend. Not to mention the added expense of gas and tolls and possibly a babysitter. I think a lot more people would take advantage of the college if it was more accessible.
4. OCC is a great institution. There should be more business related courses at night for working people at Southern Regional High School.
5. County college is 45 minutes away, local branch would be helpful.
6. I fully support the idea of a branch campus in the Manahawkin area. I believe that the campus could also offer courses to students of other schools who would take them during their summer vacation on Long Beach Island.
7. This branch campus is long overdue. I can't wait to see what happens.
8. OCC enjoys a great reputation and should be shared with those in the southern end of the county.
9. There a many people here who don't even have a car. Making a branch campus here would open a new world for them. I support it.
10. We need it yesterday.
11. In the banking field, courses are offered through the American Institute of Banking to meet a lot of our training needs. However, computer courses and management skill courses have often proved inadequate. A few employees have attended seminars on management skills which have proven beneficial. I would like to see these offered at a more convenient location, to encourage more employees in supervisory positions to attend.

APPENDIX M

SOUTHERN REGIONAL BOARD OF EDUCATION RESOLUTION SUPPORTING THE PROPOSED SOUTHERN BRANCH CAMPUS

APPENDIX N

CURRICULUM OUTLINES FOR PROPOSED DEGREE PROGRAMS AND CERTIFICATES FOR THE SOUTHERN BRANCH CAMPUS

All degree/certificate requirements will be able to be met in these programs

- Basic Skills Curriculum - nondegree
- Business Administration - AS degree
- Business Administration - AAS degree
  - Banking-Finance concentration
  - Business Administration concentration
  - Marketing concentration
- Criminal Justice - AS degree
- General Education - AA degree
- General Education - AS degree
- Liberal Arts - AA degree
  - Elementary Education concentration
  - History concentration
  - Political Science/Government concentration
  - Psychology concentration
  - Sociology concentration

- Criminal Justice - certificate
- Real Estate - certificate

Most degree/certificate requirements will be able to be met in these programs

- Business Administration - AAS degree
  - Accounting concentration
- Community Services Technician - AS degree
- Computer Science - AS degree
- Computer Science - AAS degree
- Liberal Arts - AA degree
  - English concentration
  - Mathematics concentration
  - Teacher of Social Studies concentration
- Nursing - AAS degree (first year only)

- Accounting - certificate

BASIC SKILLS CURRICULUM

The Basic Skills Curriculum is a one-semester program for entering full-time students who, based upon their NJ College Basic Skills Placement Test scores, need additional preparation before enrolling in a college degree program.

Students placed in the Basic Skills Curriculum enroll in five courses.

COURSE	ENROLLMENT CREDITS	CREDITS
1. ENG103 Fundamentals of Reading & Study I or ENG105 Fundamentals of Reading & Study II	2	-
2. ENG115 English Fundamentals	3	-
3. SS105 Personal and Career Development	3	3
4. HPE110 Applied Modern Health	2	2
5. M101 Basic Mathematics	(3)	(-)
or		
Elective (preferable Math) based on math placement scores	(3)	(3)
	13	5-8

In addition, students in the Basic Skills Curriculum receive individualized academic, career and personal counseling during the semester. Students who successfully complete the Basic Skills Curriculum enroll in College degree programs in their second semester.

Institutional and statewide data indicate that students who successfully complete a needed skills development program more than double their chances of surviving four semesters with a passing grade point average. More than sixty percent of Ocean County College's students take more than two years to complete their degree. Students enrolled in the Basic Skills Curriculum may also find it necessary to attend the College for an additional semester in order to satisfy specific program degree requirements.

A.S. DEGREE
BUSINESS ADMINISTRATION

THIS ASSOCIATE IN SCIENCE CURRICULUM IS DESIGNED FOR THE STUDENT WHO WISHES TO TRANSFER TO A FOUR-YEAR COLLEGE OR UNIVERSITY IN BUSINESS. MANY TRANSFER COLLEGES PREFER TWO-YEAR GRADUATES WITH PRE-CALCULUS BACKGROUND.

FIRST SEMESTER

COURSE		CREDITS
ENG151	Introduction to Prose Writing	3
BU131	Introduction to Business Administration	3
______	*Math Elective	3-4
H171	Western Civilization I	3
SS151	Principles of Economics I	3
		15-16

SECOND SEMESTER

COURSE		CREDITS
BU134	Principles of Marketing**	3
ENG152	Introduction to Literature	3
H172	Western Civilization II	3
CS160	Computer Applications and Issues	3
SS152	Principles of Economics II	3
		15

THIRD SEMESTER

COURSE		CREDITS
HPE110	Applied Modern Health I	2
BU251	Business Law I	3
BU161	Principles of Accounting I	3
SS172 OR SS181	General Psychology Introduction to Sociology	3
______	Lab. Science Elective	4
______	Humanities Elective	3
		18

FOURTH SEMESTER

COURSE		CREDITS
BU252	Business Law II	3
BU162	Principles of Accounting II	3
______	NON-BUSINESS Elective*	3
ENG154	Fundamentals of Public Speaking	3
BU271	Principles of Management**	3
HPE120	Applied Modern Health II	2
		17

TOTAL 64 CREDITS

*Check the requirements of the college of your choice. Math below M149 is not acceptable.

**Check with the transfer college regarding acceptance of credits. Substitutes should be non-business courses. Some senior colleges will validate these courses through examination.

REVISED 10/88

BUSINESS - BANKING & FINANCE
A.A.S. DEGREE

AMERICAN INSTITUTE OF BANKING BASIC & STANDARD CERTIFICATE
MAXIMUM CREDIT: 30 s.h.

OCEAN COUNTY COLLEGE CORE REQUIREMENTS (COLLEGE COURSES ONLY):

___ENG 121 (4) &/or ___ENG 151 (3), ___ENG 152 (3) or ENG 155 (3)

___HPE 110 (2) and ___HPE 120 (2)

THREE SEMESTER HOURS OF MATH; FOUR SEMESTER HOURS OF SCIENCE
RECOMMEND MATH OF FINANCE (M149)

COURSE #	TITLE	CREDITS

THREE S.H. OF HUMANITIES

COURSE #	TITLE	CREDITS

BANKING & FINANCE REQUIRED COURSES (A.I.B. OR COLLEGE COURSES):
(COLLEGE COURSES ONLY REQUIREMENT MAY BE FULFILLED BY ECONOMICS I & I

	COURSE #	TITLE	CREDITS
___	BU 134	MARKETING	3*
___	BU 271	PRINCIPLES OF MGMT.	3*
___	A.I.B.	MONEY & BANKING ** or PRINCIPLES OF FINANCE (O.C.C. BU 275)	3
___	BU 198	CO-OP EDUCATION	3
___	CS 160	COMPUTER APPLIC. & ISSUES	3
___	SS 151	ECONOMICS I	3*
___	SS 152	ECONOMICS II	3*
___	BU 161	ACCOUNTING I	3*
___	BU 162	ACCOUNTING II	3*

* A.I.B. or COLLEGE COURSE
** A.I.B. only

ELECTIVES
BU 275 - PRINCIPLES OF FINANCE
BU 131 - INTRO. TO BUS. ADMIN.
BU 272 - PRINCIPLES OF INVESTMENTS
BU 278 - PERSONNEL ADMINISTRATION
A.I.B. COURSES (see Department Chairperson)
BU 251 - BUS. LAW I
BU 252 - BUS. LAW II

64 CREDITS

Designed primarily for the student employed in the field of banking , finance to improve his career prospects. This is a non-transfer orie ted program. May be used to prepare for entry level employment.

Revised: 10/86

A.A.S. DEGREE
BUSINESS ADMINISTRATION OPTION

FIRST SEMESTER

COURSE		CREDITS
ENG 121	Basic Composition	3-4
OR		
ENG 151	Intro. to Prose Writing	
BU 131	Intro. to Business Administration	3
M 147	Business Math	3
______	Acctng. (BU 121 or BU 161)	3
______	Free elective	3
		15-16

SECOND SEMESTER

COURSE		CREDITS
ENG 152	Intro. to Literature	
OR		
ENG 155	Contemporary American Writings	3
______	Lab.Science Elec.	4
______	Acctng. (BU 122 from BU 121) (BU 162 from BU 161)	3
BU 134	Prin.of Marketing	3
BU 210	Business Communications	3
		16

THIRD SEMESTER

COURSE		CREDITS
ENG 154	Fund.of Public Speaking	3
BU 251	Business Law I	3
BU 271	Prin.of Management	3
SS 151	Prin.of Econ. I	3
______	Elective (Free)	3
HPE 110	Appl. Mod.Health I	2
		17

FOURTH SEMESTER

COURSE		CREDITS
CS 160	Computer Applic. & Issues	3
BU 252	Business Law II	3
BU 275	Prin.of Finance	3
SS 152	Prin.of Econ. II	3
HPE120	Applied Modern Health II	2
______	Elective (Free)	1-2
		15-16

TOTAL 64 CREDITS

A non-transfer oriented program for students wishing first level career preparation for employment in business. Provides an overview and minimal preparation in each of the major functional areas of business.

REVISED: 10/87

A.A.S. DEGREE
BUSINESS MARKETING OPTION

FIRST SEMESTER

COURSE		CREDITS
M 147	Business Math	3
______	English Require.	3-4
BU 131	Intro.to Business Administration	3
BU 134	Principles of Marketing	3
CS 160	Computer Applic. & Issues	3
		15-16

SECOND SEMESTER

COURSE		CREDITS
______	Science Elective	4
______	English Require.	3
SS 172	General Psychology	3
______	Marketing Elective*	3
BU 271	Principles of Mgmt.	3
		16

THIRD SEMESTER

ENG 154	Fund.of Public Speaking	3
SS 151	Prin. of Economics I	3
______	Marketing Elective*	3
BU 121	Basic Accounting OR	
BU 161	Principles of Accounting	3
BU 251	Business Law I	3
HPE 110	Applied Modern Health I	2
		17

FOURTH SEMESTER

SS 152	Prin.of Economics II	3
______	Marketing Elective*	3
______	Business Elective	3
HPE 120	Applied Modern Health II	2
______	Elective OR Continue English sequence	3
BU 198	Co-Op Work Experience	3
		17

MARKETING ELECTIVES*

BU 267 Real Estate Law
BU 169 Principles of Real Estate Appraisal
BU 280 Principles of Real Estate Financing
BU 284 Commercial & Investment Real Estate
BU 247 Retailing
BU 270 Advertising
BU 279 Salesmanship
BU 274 Consumer Economics
BU 273 Insurance
BU 276 Real Estate
BU 170 Small Business Management

A program designed for the non-transfer student who wishes career preparation in the field of marketing.

REVISED 10/88

CRIMINAL JUSTICE
A.S. DEGREE

FIRST SEMESTER

		CREDITS
•ENG 151	Prose Writing or	
•ENG 121	Composition	3-4
SS 185	Principles of Public Administration	3
CJ 150	Criminal Justice System	3
SS 261	American Federal Government	3
M 152	Intro. to Statistics or Math elective (M 151 or higher)	3
		15-16

SECOND SEMESTER

•ENG 152	Intro. to Literature or	
•ENG 155	Images of Contemporary America	3
CJ 151	Police Organization & Management	3
CJ 155	Intro. to Corrections	3
SS 181	Intro. to Sociology	3
SS 262	State & Local Government	3
HPE 110	Applied Modern Health I	2
		17

THIRD SEMESTER

SS 231	Social Problems	3
ENG 154	Fundamentals of Public Speaking	3
CJ 254	Constitutional Law & Rules of Evidence	3
CJ 152	Police Operations	3
HPE 120	Applied Modern Health II	2
________	Humanities Elective	3
		17

FOURTH SEMESTER

SS 236	Criminology	3
SC 151	Forensic Science	4
CJ 255	Criminal Law & Procedure	3
SS 172	General Psychology	3
________	Humanities Elective	3
		16

TOTAL CREDITS 65-66

•Consult College Catalog for English Requirement

REVISED 10/88

GENERAL EDUCATION
A.A. DEGREE

__________ENG151 (3) __________ENG152 (3) OR __________ENG155 (3)

__________HPE110 (2) and __________HPE120 (2)

____

____

THREE (3) S.H. OF MATH	FOUR (4) S.H. OF SCIENCE
____________________	____________________

SIX (6) S.H. OF HUMANITIES	SIX (6) S.H. OF SOCIAL SCIENCE
____________________	____________________
____________________	____________________

- -

IF YOU SELECT A MAJOR FROM ANY ONE OF THE ABOVE FOUR AREAS, AN ADDITIONAL 18 S.H. IS REQUIRED TO FULFILL DEGREE REQUIREMENTS.

EIGHTEEN (18) S.H. IN MAJOR CONCENTRATION
(SELECT FROM HUMANITIES, SOCIAL SCIENCE, SCIENCE, MATH AND HEALTH AND PHYSICAL EDUCATION) NON-TECHNICAL COURSES ONLY

____________________ ____________________ ____________________

____________________ ____________________ ____________________

____

SEVENTEEN (17) S.H. OF ELECTIVE COURSES: STUDENTS MUST SELECT COURSES FROM COMPUTER SCIENCE, MATH, SCIENCE, HEALTH AND PHYSICAL EDUCATION, HUMANITIES OR SOCIAL SCIENCE DEPARTMENTS.

____________________ ____________________ ____________________

____________________ ____________________ ____________________

64 TOTAL SEMESTER HOURS

*TRANSFER STUDENTS SHOULD CHECK WITH THEIR TRANSFER SCHOOL(S) TO DETERMINE ACCEPTANCE OF OCC COURSES.

REVISED 10/88

GENERAL EDUCATION A.S. DEGREE*

__________ENG 121 (3/4) AND __________ENG 155 (3)

-OR-

__________ENG 151 (3) AND __________ENG 152 or 155 (3)

__________HPE 110 (2) AND __________HPE 120 (2)

THREE (3) S.H. MATH

____

SIX (6) S.H. HUMANITIES

__________ __________

FOUR (4) S.H. SCIENCE

____

SIX (6) S.H. SOCIAL SCIENCE

__________ __________

EIGHTEEN (18) S.H. IN A MAJOR CONCENTRATION (MAY INCLUDE NON-TECHNICAL AND TECHNICAL COURSES)

__________ __________ __________

__________ __________ __________

SUFFICIENT CREDITS FROM THE COMPUTER SCIENCE, MATH, SCIENCE, HUMANITIES, SOCIAL SCIENCE, OR HEALTH AND PHYSICAL EDUCATION DEPARTMENTS, AND OTHER ELECTIVES, TO TOTAL THE 64 REQUIRED FOR THE DEGREE.

__________ __________ __________

__________ __________ __________

64 TOTAL SEMESTER HOURS

*Transfer students should check with their transfer school(s) to determine acceptance of O.C.C. courses.

REVISED: 1/87

LIBERAL ARTS A.A. DEGREE
ELEMENTARY EDUCATION

________________ENG 151 (3)   ________________ENG 152 (3)

________________HPE 110 (2)   ________________HPE 120 (2)

COURSE	S.H.	COURSE	S.H.
__________ Science	4	__________ Science	4
__________ Math	3/4	__________ Math	3/4
__________ H 171	3	__________ H 172	3
__________ Social Sci.	3	__________ Social Sci.	3

9 Semester Hours of Humanities with 3 S.H. selected from Group A, 3 S.H. from Group B, and 3 S.H. from Group A, B, or C below:

Group A:		Group B:		Group C:	
____ (3)	Art Dance Music Theatre Creative Writing	______(3)	Literature Modern Lang. Philosophy	____ (3)	Journalism Speech Media Advanced Composition Grammar & Commun.

STUDENT MUST COMPLETE THE 45 S.H. CORE REQUIREMENTS FOR DEGREE

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19 Semester Hours of elective courses: IT IS STRONGLY RECOMMENDED STUDENTS SELECT COURSES FROM MATH, SCIENCE, HUMANITIES, SOCIAL SCIENCE, COMPUTER SCIENCE - INCLUDING A MINIMUM OF 6 SEMESTER HOURS OF A FOREIGN LANGUAGE IF POSSIBLE. STUDENTS SHOULD COMPLETE 12 S.H. TOWARD THE 30 S.H. MAJOR REQUIRED FOR TEACHER CERTIFICATION.

COURSE	S.H.	COURSE	S.H.
______________________		______________________	
______________________		______________________	
______________________		______________________	

SUGGESTED COURSES:

H 177	Hist. of Amer. Ed.	3	SS 173	Child Psychology	3
SS 178	Intro. to Educ. of Handicapped	3	SS 275	Educ. Psychology	3
ENG 154	Fund. of Public Speaking	3	SS 205	Minorities in U.S. History	3
SS 231	Social Problems	3	H 174	U.S. History II	3
H 173	U.S. History I	3			

(REVISED 10/88)

Elementary Education (continued)

STUDENTS PLANNING TO SEEK NEW JERSEY ELEMENTARY SCHOOL CERTIFICATION FOR GRADES KINDERGARTEN THROUGH EIGHT SHOULD PURSUE AN A.A. DEGREE IN LIBERAL ARTS, COMPLETING THE REQUIRED 45 S.H. GENERAL EDUCATION CORE AND CHOOSING FROM AMONG THE SUGGESTED COURSES TO EARN A MINIMUM OF 64 S.H.

TWO OTHER SOURCES SHOULD BE CONSULTED:

1. New Jersey Department of Education
   Regulations and Standards for Certification
   (available in the Department of Social Science)

2. Catalogs of four-year colleges to which transfer is contemplated.

Regulation of the New Jersey Department of Education limit the number of transfer credits in professional education courses to 6 S.H. (Normally H177 History of American Education and SS275 Educational Psychology, both of which partially fulfill certification requirements). SS178 Introduction to Education of the Handicapped is not considered to be a professional education course and will usually transfer as an elective. (It is not required for New Jersey Certification).

Students should earn 12 S.H. in the Humanities or Social Sciences toward the 30 S.H. major which will be required for the Bachelor's Degree.

LIBERAL ARTS A.A. DEGREE
HISTORY

__________ ENG 151 (3)

__________ ENG 152 (3)

__________ HPE 110 (2)

__________ HPE 120 (2)

COURSE #	S.H.	COURSE #	S.H.
__________ SCIENCE	4	__________ SCIENCE	4
__________ MATH	3/4	__________ MATH	3/4
__________ H 171	3	__________ H 172	3
__________ SOCIAL SCIENCE	3	__________ SOCIAL SCIENCE	3

9 Semester Hours of Humanities with 3 S.H. selected from Group A, 3 S.H. from Group B, and 3 S.H. from Group A, B, or C below:

Group A:	Group B:	Group C:
Art	Literature	Journalism
Dance	Modern Language	Speech
Music	Philosophy	
Theatre		

STUDENT MUST COMPLETE THE 45 S.H. CORE REQUIREMENTS FOR DEGREE

19 Semester Hours of elective courses: IT IS STRONGLY RECOMMENDED STUDENTS SELECT COURSES FROM MATH, SCIENCE, HUMANITIES, SOCIAL SCIENCE, COMPUTER SCIENCE - INCLUDING A MINIMUM OF 6 SEMESTER HOURS OF A FOREIGN LANGUAGE IF POSSIBLE.

COURSE #	S.H.	COURSE #	S.H.
__________	______	__________	______
__________	______	__________	______
__________	______	__________	______

SUGGESTED COURSES:

COURSE #	S.H.	COURSE #	S.H.
H 173 U.S. History I	3	H 174 U.S. History II	3
SS 183 Intro. Political Sc.	3	ENG 154 Fund.of Public Speaking	3
__________ History/Liter- __________ ature Electives	6		

TOTAL 64 CREDITS

Revised 6/84

Students who plan to transfer to a four-year college should complete the 45 s.h. General Education core as outlined herein and also the suggested courses, earning a minimum of 64 s.h. for the A.A. Degree. It is highly recommended that catalogs of four-year colleges to which transfer is planned be consulted to ensure that major requirements will be met. These can normally be fulfilled within the General Education, suggested courses and electives.

LIBERAL ARTS A.A. DEGREE
POLITICAL SCIENCE/GOVERNMENT

__________ENG 151 (3)

__________ENG 152 (3)

__________HPE 110 (2)

__________HPE 120 (2)

COURSE #	S.H.	COURSE #	S.H.
__________SCIENCE	4	__________SCIENCE	4
__________MATH	3/4	__________MATH	3/4
__________H 171	3	__________H 172	3
__________SOCIAL SCIENCE	3	__________SOCIAL SCIENCE	3

9 Semester Hours of Humanities with 3 S.H. selected from Group A, 3 S.H. from Group B, and 3 S.H. from Group A, B, or C below:

Group A:	Group B:	Group C:
Art	Literature	Journalism
Dance	Modern Language	Speech
Music	Philosophy	
Theatre		

STUDENT MUST COMPLETE THE 45 S.H. CORE REQUIREMENTS FOR DEGREE

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19 Semester Hours of elective courses: IT IS STRONGLY RECOMMENDED STUDENTS SELECT COURSES FROM MATH, SCIENCE, HUMANITIES, SOCIAL SCIENCE, COMPUTER SCIENCE - INCLUDING A MINIMUM OF 6 SEMESTER HOURS OF A FOREIGN LANGUAGE IF POSSIBLE.

COURSE #	S.H.	COURSE #	S.H.
__________	______	__________	______
__________	______	__________	______
__________	______	__________	______
	______	__________	______

SUGGESTED COURSES:

COURSE #		S.H.	COURSE #		S.H.
SS 183	Intro.Political Science	3	SS 262	State & Local Govt.	3
SS 261	Amer.Federal Govt.	3	M 152	Intro.to Statistics	3
H 173	U.S. History I	3	H 174	U.S. History II	3

ELECTIVES: Sociology, Psychology, and Philosophy

TOTAL 64 CREDITS

REVISED: 2/85

Students who plan to transfer to a four-year college should complete the 45 s.h. General Education core as outlined herein and also the suggested courses, earning a minimum of 64 s.h. for the A.A. Degree. It is highly recommended that catalogs of four-year colleges to which transfer is planned be consulted to ensure that major requirements will be met. These can normally be fulfilled within the General Education, suggested courses and electives.

LIBERAL ARTS A.A. DEGREE*
PSYCHOLOGY

______ENG151 (3)	______ENG152 (3)
______HPE110 (2)	______HPE120 (2)

Course	S.H.	Course	S.H.
______Science	4	______Science	4
______Math	3-4	______Math	3-4
______H171	3	______H172	3
______Social Science	3	______Social Science	3

Nine semester hours of Humanities with three semester hours selected from Group A, three s.h. from Group B, and 3 s.h. from Group A, B, or C below:

GROUP A	GROUP B	GROUP C
______ (3) Art Dance Music Theatre Creative Writ.	______(3) Literature Mod. Lang. Philosophy	______(3) Journalism Speech Media Adv. Comp. Gram. & Comp.

STUDENT MUST COMPLETE THE 45 S.H. CORE REQUIREMENTS FOR DEGREE

19 semester hours of elective courses: IT IS STRONGLY RECOMMENDED STUDENTS SELECT COURSES FROM MATH, SCIENCE, HUMANITIES, SOCIAL SCIENCE, COMPUTER SCIENCE - INCLUDING A MINIMUM OF 6 SEMESTER HOURS OF A FOREIGN LANGUAGE IF POSSIBLE.

Course	S.H.	Course	S.H.
____________________	____	____________________	____
____________________	____	____________________	____
____________________	____	____________________	____

SUGGESTED COURSES

SS173	Child Psychology	3	SS174	Person. Theory	3
SS274	Social Psych.	3	SS___	Psych. Elect.	6

Electives: Sociology, Philosophy, Science and Literature

TOTAL: 64 CREDITS

*Transfer students should check with their transfer school(s) to determine acceptance of OCC courses.

rev. 10/87

LIBERAL ARTS A.A. DEGREE*
SOCIOLOGY

______ENG151 (3)

______ENG152 (3)

______HPE110 (2)

______HPE120 (2)

Course	S.H.	Course	S.H.
______Science	4	______Science	4
______Math	3-4	______Math	3-4
______H171	3	______H172	3
______Social Science	3	______Social Science	3

Nine semester hours of humanities with three semester hours selected from Group A, three semester hours from Group B, and three semester hours from Group A, B. or C below:

Group A	Group B	Group C
______(3) Dance	______(3) Literature	______(3) Journalism
Music	Mod. Lang.	Speech
Theatre	Philosophy	Media
Creative Writ.		Adv. Comp.
		Grammar & Comp.

STUDENT MUST COMPLETE THE 45 S.H. CORE REQUIREMENTS FOR DEGREE

19 semester hours of elective courses: IT IS STRONGLY RECOMMENDED STUDENTS SELECT COURSES FROM MATH, SCIENCE, HUMANITIES, SOCIAL SCIENCE, COMPUTER SCIENCE - INCLUDING A MINIMUM OF 6 SEMESTER HOURS OF A FOREIGN LANGUAGE IF POSSIBLE.

Course	S.H.	Course	S.H.

SUGGESTED COURSES:

SS181	Intro. to Soc.	3	SS231	Social Problems	3
SS203	Soc. of Aging	3	SS282	Soc. of Marriage & Family	3
SS274	Social Psych.	3	H174	U.S. History II	3
H173	U.S. History I	3			

ELECTIVES: Psychology, Philosophy, Literature & Politcal Science

*Transfer students should check with their transfer school(s) to determine acceptance of OCC courses.

TOTAL: 64 CREDITS

rev. 10/87

CERTIFICATE PROGRAM

CRIMINAL JUSTICE

3 S.H.	The Criminal Justice System (CJ150)
3 S.H.	Police Organization and Administration (CJ151)
3 S.H.	Police Operations (CJ152)
3 S.H.	Introduction to Corrections (CJ155)
3 S.H.	Introduction to Sociology (SS181)
4 S.H.	Forensic Science (SC151)
3 S.H.	Constitutional Law and Rules Of Evidence (CJ254)
3 S.H.	Criminal Law and Procedure (CJ255)
3 S.H.	Criminology (SS236)
3 S.H.	Basic Composition (ENG121) or Introduction to Prose Writing (ENG151)
3 S.H.	State and Local Government (SS262)
34 S.H.	

REVISED: 4/86

REAL ESTATE CERTIFICATE

This is a program of specialized courses in real estate designed primarily for the practitioner. Successful completion of study will entitle the student to a certificate in real estate. The organization of the program will allow the student to apply the courses toward a degree program. (See A.A.S. Marketing). It is open to those meeting general college admission requirements.

·Real Estate Principles (BU276)	5 S.H.
Principles of Real Estate Financing (BU280)	3 S.H.
Principles of Real Estate Appraisal (BU269)	3 S.H.
Real Estate Law (BU267)	3 S.H.
Real Estate Salesmanship (BU285) or Salesmanship (BU279)	3 S.H.
Commercial & Investment Real Estate (BU284) or Real Estate for Brokers (BU277)	3-6 S.H.
English 121 and English 155 OR English 151 & 152 or English 155	6 S.H.
M 147 or Math Elective	3 S.H.
Business Elective	3 S.H.
	32-35 S.H.

Either BU276 or Real Estate Sales Licensure is required for certification. If licensure is submitted, substitute 5 S.H. of free electives. Credit by Examination may be substituted if appropriate. (College Policy #5140).

NOTE: Real Estate courses available only in the evening

Revised: 2/86

BUSINESS A.A.S. DEGREE
ACCOUNTING OPTION

FIRST SEMESTER

COURSE		CREDITS
______	English 121/151	3-4
M 147	Business Math I	3
BU 161	Gen. Acctng. I	3
BU 131	Intro. to Bus. Admin.	3
SS 151	Economics I	3
		15-16

SECOND SEMESTER

COURSE		CREDITS
______	English 152/155	3
BU 162	Gen. Acctng. II	3
BU 134	Prin. of Marketing	3
SS 152	Economics II	3
M 149	Math of Finance	3
		15

THIRD SEMESTER

COURSE		CREDITS
CS 160	Comp. Applic. & Issues	3
BU 261	Intermed. Acctng. I	3
BU 251	Business Law I	3
HPE 110	Applied Modern Health I	2
______	Humanities Elec.	3
BU 275	Principles of Finance	3
		17

FOURTH SEMESTER

COURSE		CREDITS
BU 262	Intermed. Acctng. II	3
BU 266	Federal Income Tax	3
BU 252	Business Law II	3
HPE 120	Applied Modern Health II	2
______	Science Elec.	4
______	Elective (Free)	1-2
		16-17

TOTAL 64 CREDITS

A program of career preparation for students who wish to improve their skills in acounting or wish to prepare for entry level positions in accounting or a as full charge bookkeepers. This is not designed as a transfer degree.

Revised: 5/88
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COMMUNITY SERVICES TECHNICIAN

A.S. DEGREE

FIRST SEMESTER

COURSE #	NAME	CREDITS
*ENG 151 *ENG 121	Introduction to Prose Writing or Basic Composition	3-4
SS 172	General Psychology	3
SS 191	Human Services as a Social Institution	3
______	Math Elective (M 151 or higher) M 152 recommended	3
______	Elective	3-4
		15-17 S.H

SECOND SEMESTER

*ENG 152 *ENG 155	Introduction to Literature or Images of Contemporary America	3
SS 194	Interviewing & Communications Techniques	3
SS 181	Introduction to Sociology	3
______	Science Elective	4
______	Psychology Elective	3
		16 S.H.

THIRD SEMESTER

SS 291	Principles of Social Work	3
SS 261	American Federal Government	3
SS 231	Social Problems	3
SS 174	Personality Theory	3
HPE 110	Applied Modern Health I	2
______	Humanities Elective	3
		17 S.H.

FOURTH SEMESTER

SS 292	Field Experience	4
SS 274	Social Psychology	3
SS 262	American State & Local Government	3
HPE 120	Applied Modern Health II	2
______	Humanities Elective	3
		15 S.H.

TOTAL CREDITS 64

REVISED: 10/85

*Consult College catalog for English requirements

The Community Services Technician Program offers students the opportunity to seek immediate agency employment upon graduation or to continue their education transferring to baccalaureate programs in the human services/social work field.

The two year Associate in Science degree offers four "core" courses, SS 191, an introductory human service course; SS 291, a methods of social work course; SS 194, a communication skills course; and SS 292, a field experience practicum and a liberal arts base as well as generalized studies which equip the student for paraprofessional practice and/or offer the basics for further undergraduate study.

A.S. DEGREE
COMPUTER SCIENCE

FIRST SEMESTER

CS 163-ComputerProgramming I	3 S.H.
CS 173-Introduction to Computer Organization	3 S.H.
M 265-Analytical Geometry & Calculus I	4 S.H.
ENG 151-Introduction to Prose Writing	3 S.H.
H 171-Western Civilization I	3 S.H.
	16 S.H.

SECOND SEMESTER

CS 164-Computer Programming II	3 S.H.
CS 172-Introduction to Structural Design	3 S.H.
M 266-Analytical Geometry & Calculus II	4 S.H.
H 172-Western Civilization II	3 S.H.
ENG 152 or 155	3 S.H.
HPE 110-Applied Modern Health I	2 S.H.
	18 S.H.

THIRD SEMESTER

CS 253-Advanced File Processing	3 S.H.
CS 277-Data Structures & Algorithm	3 S.H.
M 267-Analytical Geometry & Calculus III	4 S.H.
SC 271-General Physics I	4 S.H.
Humanities Elective	3 S.H.
	17 S.H.

FOURTH SEMESTER

CS 275-Computer Systems	3 S.H.
M 270-Discrete Mathematics	3 S.H.
Humanities Elective	3 S.H.
SC 272-General Physics II	4 S.H.
HPE 120-Applied Modern Health II	2 S.H.
	15 S.H.

Total 66 S.H.

REVISED: 10/88

A.A.S. DEGREE
COMPUTER SCIENCE

FIRST SEMESTER

COURSE		CREDITS
CS 163	Computer Programming I	3
CS 173	Intro. to Computer Organization	3
M 163	College Algebra & Trigonometry I	3
ENG 151	Intro.to Prose Writ.	3
OR		
ENG 121	Basic Composition	4
BU 161	Principles of Accounting I	3
		15/16

SECOND SEMESTER

COURSE		CREDITS
CS 164	Computer Programming II	3
CS 172	Intro. to Structured Design and and File Process.	3
M 164	College Algebra & Trigonometry II	3
CS 166	Technical Writing for CS	2
ENG 152	Intro. to Literature	
OR		
ENG 155	Contemporary American Writings	3
HPE 110	Applied Modern Health I	2
		16

THIRD SEMESTER

COURSE		CREDITS
CS 253	Advanced File Processing	3
CS 260	Systems Analysis	3
CS 284	Data Base Mgmt.	
OR		
CS 281	Adv. Microcomputer Applications	3
ENG154	Fundamentals of Public Speaking	3
______	Science Elective	4
		16

FOURTH SEMESTER

COURSE		CREDITS
CS 275	Computer Systems	3
CS 290	Field Project	3
CS 277	Data Structures & Algorithm Analysis	3
HPE120	Applied Modern Health II	2
______	Soc.Sci Elective	3
______	General Elective	3
		17

REVISED 10/88

ENGLISH

LIBERAL ARTS A.A. DEGREE *

__________ENG 151 (3)	__________ENG 152 (3)
__________HPE 110 (2)	__________HPE 120 (2)

COURSE	S.H.	COURSE	S.H.
__________SCIENCE	4	__________SCIENCE	4
__________MATH	3/4	__________MATH	3/4
__________H 171	3	__________H 172	3
__________SOCIAL SCIENCE	3	__________SOCIAL SCIENCE	3

9 Semester Hours of Humanities with 3 S.H. selected from Group A, 3 S.H. from Group B, and 3 S.H. from Group A, B, or C below:

GROUP A:		GROUP B:		GROUP C:	
_____(3)	Art Dance Music Theatre Creative Writing	_____(3)	Literature Modern Language Philosophy	_____(3)	Journalism Speech Media Advanced Composition Grammar & Cor

STUDENT MUST COMPLETE THE 45 S.H. CORE REQUIREMENTS FOR DEGREE

19 Semester Hours of elective courses: IT IS STRONGLY RECOMMENDED STUDENTS SELECT COURSES FROM MATH, SCIENCE, HUMANITIES, SOCIAL SCIENCE, COMPUTER SCIENCE - INCLUDING A MINIMUM OF 6 SEMESTER HOURS OF A FOREIGN LANGUAGE IF POSSIBLE.

COURSE	S.H.	COURSE	S.H.
__________	___	__________	___
__________	___	__________	___
__________	___	__________	___

SUGGESTED COURSES:

ENG 154	Fund.Public Speak.	3	ENG 251	Major American Writ.	3
ENG 253	Major British Writ.	3	ENG 252	Mod. American Writ.	3
ENG 254	Mod. British Writers	3			

ELECTIVES: World Lit. I and/or II, The Short Story, The Short Novel, Foreign Language, Social Science, (E.G. History of England) and Humanities, Intro. to Phil; Arts & Humanities I & II; Mass Commun.

*Transfer students should check with their transfer school(s) to determine acceptance of O.C.C. courses.

REVISED 5/87 TOTAL 64 CREDITS

TOTAL 64
CREDITS

LIBERAL ARTS A.A. DEGREE *
SOCIAL STUDIES TEACHER

REVISED 9/87

__________ENG 151 (3) __________ENG 152 (3)

__________HPE 110 (2) __________HPE 120 (2)

COURSE	S.H.	COURSE	S.H.
__________SCIENCE	4	__________SCIENCE	4
__________MATH	3/4	__________MATH	3/4
__________H 171	3	__________H 172	3
__________SOCIAL SCIENCE	3	__________SOCIAL SCIENCE	3

9 Semester Hours of Humanities with 3 S.H. selected from Group A, 3 S.H. from Group B, and 3 S.H. from Group A, B, or C below:

GROUP A:		GROUP B:		GROUP C:	
_____(3)	Art Dance Music Theatre Creative Writing	_____(3)	Literature Modern Language Philosophy	_____(3)	Journalism Speech Media Advanced Composition Grammar & Comm

STUDENT MUST COMPLETE THE 45 S.H. CORE REQUIREMENTS FOR DEGREE

19 Semester Hours of elective courses: IT IS STRONGLY RECOMMENDED STUDENTS SELECT COURSES FROM MATH, SCIENCE, HUMANITIES, SOCIAL SCIENCE, COMPUTER SCIENCE - INCLUDING A MINIMUM OF 6 SEMESTER HOURS OF A FOREIGN LANGUAGE IF POSSIBLE.

COURSE	S.H.	COURSE	S.H.
__________	___	__________	___
__________	___	__________	___
__________	___	__________	___

SUGGESTED COURSES:

H 177	Hist.of American Ed.	3	ENG 154	Fund.of Pub. Speaking	3
SS 273	Adolesc. Psych.	3	SS 231	Social Problems or	
SS 275	Educational Psych.	3	SS 205	Minor.in U.S. History	3
H 173	U.S. History I	3	H 174	U.S. History II	3

ELECTIVES: Political Science, Economics, and Sociology

*Transfer students should check with their transfer school(s) to determine acceptance of O.C.C. courses.

NURSING CURRICULUM
A.A.S. DEGREE

FIRST SEMESTER

	CREDITS
Nursing I (NU 181)	8
#Introduction to Prose Writing (ENG151) or #Basic Composition (ENG121)	3-4
*Human Anatomy and Physiology I (SC130)	4
*General Psychology (SS172)	3
	18-19 S.H.

*These courses must be completed before progressing to the second semester.

SECOND SEMESTER

Nursing II (NU182)	8
#Introduction to Literature (ENG152) or #Images of Contemporary America (ENG155)	3
*Human Anatomy and Physiology II (SC131)	4
*Nutrition (NU 184)	3
	18 S.H.

**These courses must be completed by the end of the second semester.

THIRD SEMESTER

Nursing III (NU283)	8
*Microbiology (SC232)	4
#Mathematics Requirement	3
*Applied Modern Health & Fitness for the Individual I (HPE110 or II HPE120) or Physical Activity in Modern Living (PE139)	2
	17 S.H.

***These courses must be completed before progressing to the fourth semester.

FOURTH SEMESTER

Nursing IV (NU284)	10
Contemporary Nursing (NU202)	2
Humanities Elective	3
	15 S.H.

*NOTE: STUDENTS MUST BE IN SEQUENCE

*Pre- or Co-requisites
#According to Basic Skills Testing

REVISED 10/88

NURSING CURRICULUM

Students not accepted officially as Nursing Majors will not be allowed to enroll in Nursing (NU) courses.

If a student needs Basic Skills courses in both English and Math, they must wait to enter the Nursing Program. They may take the Nursing Program with either Math or English.

*The Nursing Program is so prescribed to require a specific sequence of courses. Any general education courses, however, may be taken prior to acceptance for those preparing to enter the Nursing Program, but who have not yet been accepted.

Specific courses include:

SS172 - General Psychology

Mathematics requirement at the M151 or above to meet graduation degree requirements.

ENG151 or ENG 152 or ENG155 - English Writing

ENG121 and ENG155 - English Writing

HPE110 or HPE120 or PE139 - Health and/or Physical Education

Humanities Elective

Science Requirements SC130, SC131, SC232 (optional)

NOTE: Evening Nursing Students

Those students are directed to complete all general education courses listed above prior to enrolling in the Nursing (NU) sequences Although one course in general education may be taken.

NOTE: Permission may be granted for Nutrition (NU184) to be taken prior to acceptance into the Nursing Program. A memo is obtained in the Nursing Office when permission of the Nursing Department Chairperson has been given.

Refer to current catalog for other information concerning requirements for admission and also requirements for accepted nursing students.

REVISED 10/88

The Certificate in Accounting is designed for those students who are interested in furthering their development as professional accountants. More particularly, the Certificate will assist holders of non-business baccalaureate degrees in meeting the New Jersey requirements for licensure as Certified Public Accountants (CPA). Students should consult the State of New Jersey requirements for licensure to be sure they meet the total requirements. The State requires a minimum of 24 semester hours in accounting and additional business courses as prescribed in the regulation.

ENG 121 or 151	3 semester hours
Math 149 or higher	3 semester hours
General Accounting I & II (BU 161-162)	6 semester hours
Intermediate Accounting I & II (BU 261-262)	6 semester hours
Federal Income Tax Accounting (BU 266)	3 semester hours
Cost Accounting *(BU 263)	3 semester hours
Advanced Accounting *(BU 264)	3 semester hours
*Auditing (BU 265)	3 semester hours
TOTAL	30 semester hours

* These courses are available only in the evening division.

The student is reminded that the certificate program alone does not qualify one for the licensure examination. It is strongly recommended that students have adequate tools with which to approach the study of accounting courses, mathematical comprehension becomes significant.

Revised 4/84

APPENDIX O

COURSES OFFERED AT OCEAN COUNTY COLLEGE
SOUTHERN OFF-CAMPUS SITES
SPRING, 1989

Course No.	Course Name	Enrollment	Total SCH
Lacey Township HS			
BU 162	Introduction to Accounting II	29	87
BU 252	Business Law II	28	84
SS 173	Child Psychology	34	102
SS 176	Foundations of American Education	15	45
	Sub-total	106	318
Oyster Creek, GPU Generating Plant			
M 111	Introduction to Algebra I	31	93
Pinelands Regional HS			
ENG 151	Introduction to Prose Writing	19	57
H 171	Western Civilization I	12	36
	Sub-total	31	93
Southern Regional HS			
BU 134	Principles of Marketing	22	66
BU 140	Supervisory Management	22	66
BU 170	Small Business Management	20	60
BU 251	Business Law I	16	48
CS 153	Computers and Programming	15	45
CS 160	Computer Business Applications	17	51
ENG 151	Introduction to Prose Writing	15	45
SC 180	Introductory Chemistry	24	96
SC 113	Principles of Physical Sciences	16	64
SS 152	Principles of Economics II	17	51
SS 173	Child Psychology	10	30
	Sub-total	194	622
		362	1,126

APPENDIX P

QUALIFICATIONS OF FACULTY EXPRESSING AN INTEREST IN TEACHING AT THE SOUTHERN BRANCH CAMPUS

Current OCC Full-time Faculty

Barrett, Joan M., Instructor, Nursing, B.S.N., M.S. Rutgers University.

Bosley, Karen L., Associate Professor, Journalish/English, A.B., University of Indianapolis; M.A., Northwestern University; M.A., Ball State University.

Bosley, Norman K., Associate Professor, English/Speech, A.B., Duke University; M.A. Northwestern University.

Icklan, Thomas, Assistant Professor, Mathematics, B.A., Kean State College; M.Ed., Temple University.

M. Karl Kleiner, Instructor, Business Administration, B.A., Rutgers University; M.B.A., Fairleigh Dickinson University.

Longo, Judith W., Challenge Grant Project Director; Professor, English/Reading, B.S., Monmouth College; M.A., Seton Hall University; M.A., Newark State College; Ph.D., Indiana University of Pennsylvania.

McCormick, Kathleen M., Professor, Psychology, A.B. Trinity College; M.A., University of Texas; Ph.D., Rutgers University.

Meyer, Angela, Associate Professor, Nursing, B.S.N., Seton Hall University,; M.S., University of Pennsylvania.

Mozeleski, Wayne J., Assistant Professor, Mathematics, B.A., Rider College; M.A., Trenton State College.

Nixon, Carolyn F., Assistant Professor, Social Work, B.A., Talladega College; M.S.W., Virginia Commonwealth University.

Polonitza, Nancy, Assistant Professor, Counseling, B.A., Kean College; M.A., University of Delaware.

Purgavie, Charles S., Assistant Professor, Criminal Justice, A.S., Ocean County College; B.A., Stockton State College; M.Sc., University of London (The London School of Economics and Political Science).

Schwartz, Henry D., Instructor, Business, B.A., Rutgers University; M.B.A., Monmouth College.

Smith, Peter H., Professor, Education/Sociology, A.B., Yale University; M.A., Professional Diploma, Ed.D., Teachers College, Columbia University.

APPENDIX P - continued

QUALIFICATIONS OF FACULTY EXPRESSING AN INTEREST IN TEACHING AT THE SOUTHERN BRANCH CAMPUS

Current OCC Full-time Faculty

Wallace, Richard E., Associate Professor, Secretarial Science, B.S. Ed., Shippensburg State College; M.A., Professional Diploma, Teachers College, Columbia University.

Wolfe, David W., Associate Professor, Psychology, B.A., Westminster College; M.Ed., University of Delaware.

Current OCC Part-time Faculty

Brescia, Lillian F., Computer Science, B.S., M.A., Trenton State College.

Brescia, Louis, Computer Science, B.S., M.A., Trenton State College.

DiEugenio, David G., Science, B.S., Ursinus College; M.A., Westchester State College.

Eberle, George, History, B.A., Swarthmore College; J.D., Fordham University.

Ferraro, Alan, Psychology, A.A., Union College; B.A., Kean College; M.A., Michigan State University.

Foster, Alan S., Sociology, B.A., Ohio Wesleyan University; M.S.W., Ohio State University.

Garcia, John D., Fire Science, B.S., Jersey City State College.

LaTorre, Robert M., Fine Arts, B.F.A., Rochester Institute of Technology.

Lucas, Walter, Computer Science, B.S., Villanova University, M.S., New York University.

McLoughlin-O'Donnell, Maryann, English, B.A., Widener University, M.A., Ph.D., Temple University.

Pillarella, John P., Music, B.A., Kean College; M.A., Trenton State College.

ERIC Clearinghouse for
Junior Colleges
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